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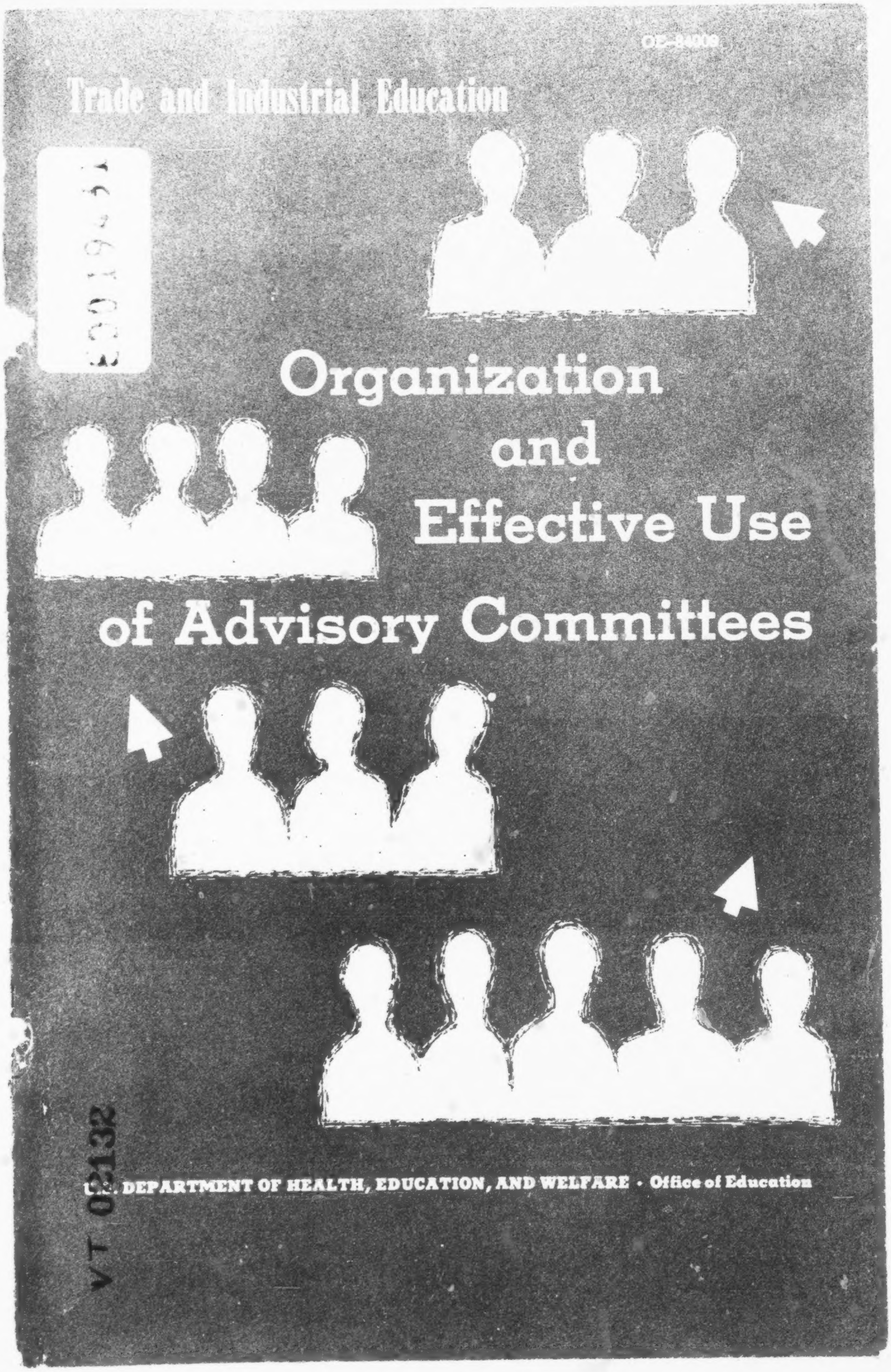
EDUCATION AND INDUSTRY MUST WORK AS A TEAM AND SHARE THE RESPONSIBILITY OF TRAINING THE WORK FORCE VITAL TO THE NATION'S ECONOMY. ADVISORY COMMITTEES HAVE BEEN USEFUL IN MEETING THIS RESPONSIBILITY ON THE STATE AND NATIONAL LEVELS. THERE IS A NEED FOR MORE EXTENSIVE AND EFFECTIVE USE OF SUCH COMMITTEES ON THE LOCAL LEVEL. THE PURPOSE OF THIS BULLETIN IS TO ENCOURAGE SCHOOL ADMINISTRATORS TO ORGANIZE ADVISORY COMMITTEES AND TO PROVIDE A GUIDELINE FOR THEIR EFFECTIVE UTILIZATION. GENERAL ADVISORY COMMITTEES SERVE IMPORTANT FUNCTIONS, AND SOME SUGGESTIONS FOR THEIR USE ARE INCLUDED. HOWEVER, CRAFT OR OCCUPATIONAL ADVISORY COMMITTEES ARE MORE WIDELY USED, AND THIS PUBLICATION DEALS PRIMARILY WITH THESE COMMITTEES. THE CHAPTER TITLES ARE (1) NEED FOR ADVISORY SERVICE, (2) TYPES OF COMMITTEES, (3) FUNCTIONS OF COMMITTEES, (4) ESTABLISHING THE COMMITTEE, (5) ORGANIZING THE COMMITTEE, (6) FIRST MEETING, (7) PLANNING A PROGRAM, (8) CONDUCTING THE MEETING, (9) FOLLOWUP OF MEETINGS, AND (10) EFFECTIVENESS OF COMMITTEES. SAMPLES OF AN AGENDA, MINUTES OF A MEETING, A LETTER FROM A PRINCIPAL TO COMMITTEE MEMBERS, OUTLINE FOR A COMMITTEE HANDBOOK, POLICIES AND REGULATIONS, AND A PROGRAM FOR AN ADVISORY COMMITTEE WORKSHOP ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR 30 CENTS FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (HC)



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Organization and Effective Use of Advisory Committees

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Organization and Effective Use of Advisory Committees

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U.S. DEPARTMENT
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Foreword

ADVISORY COMMITTEES have played a vital role in the success of trade and industrial education programs for many years; their value is becoming greater than ever as increasing technological demands and changing industrial patterns necessitate a constant revision of the instructional program. In order to maintain programs that meet current occupational manpower needs, trade and industrial educators have found it important to consult representatives of labor and management.

Educators find it helpful to seek advice from formal advisory groups, informal groups, or individual leaders in the community. The purpose of this bulletin is to develop a better understanding and appreciation of the role of the formally constituted advisory committee. Although this publication is designed to serve as a guide for local administrators and teachers of trade and industrial education programs, the suggestions presented should be of assistance to all who work with advisory groups.

The experience of leaders in trade and industrial education, representatives of labor and management groups, and members of active advisory committees from many sections of the United States has been reflected in the preparation of this bulletin. The ideas presented are not intended to serve as a pattern to be adopted by all schools; they are simply examples of techniques that have been used successfully by school administrators and may be modified to fit local conditions in other areas.

JAMES H. PEARSON,
Assistant Commissioner for
Vocational Education.

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Preface

A LOOK toward the future focuses attention on the fact that *change* is a keyword in interpreting the demands of the space age in terms of the education and training needs for tomorrow. The changing manpower needs of industry call for a long-range look at the work force of the future, for changing industrial patterns signal a change in trade and industrial education programs. Plans must be made well in advance in order to put such changes into effect in time to meet the need. Educators need assistance in determining the many significant factors that affect training programs. They must have direct lines of communication with industry, which they seek to serve. These lines of communication can best be maintained through the use of school advisory committees. Today, more than ever before, education and industry must work as a team and share the responsibility for training the workforce vital to the Nation's economy.

Although most trade and industrial programs are organized and administered with the counsel of advisory committees, educators could do more than they have done in the past to enlist the cooperation of representatives of the public. The increasing importance of advisory committees has emphasized the need for developing a better understanding and appreciation of the services rendered by them. Educators should endeavor to utilize advisory committees to the fullest extent. A common weakness is to appoint a committee and then rarely seek its advice or support. The schoolman should fully appreciate the complexity of committee operation and try to provide the kind of leadership that is needed. An understanding of how to work with advisory committees to secure the full benefits of their service is a valuable asset. Educators should strive to achieve a better understanding of the role of the advisory committee and develop techniques for utilizing its services more effectively.

Experience has shown that a source of information that can be used as a guideline for improving the effectiveness of those who work with advisory committees is essential. Most of the resource material on the subject seems to devote much space to the problem of how to gain worthwhile objectives through their services. Most school administrators readily see the wisdom of appointing and starting to work with the first advisory committee; however, if trouble arises after the first year, usually it is discovered that no one knew precisely what the committee should do, and as a result its operation during this time did not produce identifiable benefits. Therefore, it seems appropriate that many practical suggestions on the techniques of working with advisory committees should be incorporated in such a publication.

JOHN P. WALSH, *Director*
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Education Branch

Introduction

ADVISORY COMMITTEES have been useful on State and national levels; at the present time there is a need for more extensive and effective use of such committees on the local level as well. The primary purpose of this bulletin is to encourage school administrators to organize advisory committees and to provide a guideline for their effective utilization. General advisory committees serve important functions, and some suggestions for their use are included. However, craft or occupational advisory committees are perhaps more widely used, and this publication therefore deals primarily with such committees. The techniques of working with advisory committees are essentially the same, regardless of the type.

The first three chapters contain references to the need for advisory committees, the nature of advisory committees, and their functions. In following the "how to do it" approach, numerous ideas from the publications listed in the bibliography are incorporated in the remaining chapters. Maximum benefits may be derived from advisory committees only when they are established and organized on a sound basis. Characteristics of good committees, along with suggestions for school administrators on how to select members and organize the committees, are presented in chapters IV and V. Concise suggestions and criteria for the selection and presentation of subjects for committee consideration, along with suggested techniques for conducting the meetings, are included in chapters VI, VII, and VIII. Suggestions for implementing the recommendations and for more effective utilization of advisory committees are included in the last two chapters.

The appendix contains a number of items which will be of assistance to local school administrators. Experiences and material provided by the staffs of Los Angeles Trade-Technical Junior College, Denver Opportunity School, and Central Utah Vocational School are included in the appendix. Appendix B not only illustrates the type of information to be included in the minutes of a meeting but also illustrates some of the important functions of a craft advisory committee. Appendix D will be of assistance in the development of a handbook to be used by the local school in the orientation of members of advisory committees. Supervisors and teachers who work with advisory committees should take an active part in planning the details of the selection of members, a program of activity, and ways of working with advisory committees. A suggested program for a workshop in which teachers participate in the planning is included as appendix F.

CHAPTER I

Need for Advisory Service

As modern civilization becomes more complex each year, leaders in government, business, industry, and education need advice in determining courses of action. To provide this assistance, executives have assembled staffs of specialists. The President of the United States has a Cabinet and many special advisors to assist him in the job of Chief Executive; leaders in business and industry have special assistants and consultants for advice in formulating policies and procedures, and school administrators have staffs of specialists to assist them in the administration of complex educational programs.

Advisory service is often provided not only through a professional staff, but also through advisory committees, whose popularity has grown in recent years. Such committees are to be found at all levels of government; they are a part of almost all public institutions. At local levels, they have long been a fixture of educational, health, and welfare organizations. They occur also in quasi-public, community, religious, and private institutions. Many large corporations have advisory boards made up of stockholders who are prominent men and women in the Nation.

Traditionally, advisory committees have been most useful during periods of crisis or emergency. At such times, they have proved an important device for "enlisting the support of the regulated in the process of regulation," as for example during World War II, in such agencies as the Office of Price Administration and the War Production Board. Their value has usually decreased sharply following demobilization and the elimination of controls. Since 1950, however, there has been a marked increase in their usefulness in a constantly widening variety of fields.

National and State agencies frequently conduct studies involving citizens on a local, regional, State, and national level, as in the case of the various White House conferences, held to solve particular problems. The national conference may be preceded by a series of forums, meetings, and conferences at local, State, and territorial levels at which delegates to the national conference are selected. These delegates present the ideas and recommendations formulated in the local and State meetings. Such a conference becomes a true national citizen's forum and is qualified to make recommendations for a course of positive action to solve the problem.

Similar grassroot studies involving citizens of the community are becoming very common in education. School administrators have found that citizens can provide valuable assistance in determining the need for curriculum changes, in evaluating the educational program, in securing financial support for expansion and improvement of the school, and in many other problems facing educators. School administrators and teachers realize that their "product"—young people educated to assume their responsibility as citizens of the community—will be qualified to the extent that the community participates in developing the specific educational and training programs offered by the school.

Many vocational educators feel that all vocational education programs should be organized and conducted with the advice and counsel of representative groups. During the development stages of trade and industrial education, many State plans for vocational education made provisions for representative advisory committees. However, as program development continued, some vocational educators lost sight of this feature and organized and conducted programs without the advice and counsel of a truly representative advisory committee, for which they soon were criticized by labor and management.

When training programs to prepare war production workers were inaugurated in 1940, the regulations specified the use of representative advisory committees. Members from other interested agencies such as the State employment service and the schools served as consultants. During recent years, some State plans for vocational education have made the use of advisory committees mandatory.

The popularity of advisory committees can be explained in a number of ways. They are popular with administrators because:

1. They provide advice not easily obtainable elsewhere.
2. They have important public relations potential.
3. They offer external support of policies.

Advisory committees are popular with labor and management because of the opportunity afforded to present their views to public officials before action is taken. They are approved by the public at large because of added assurance that the public's interests are protected.

Trade and industrial education, because it prepares students for specific occupations, needs the close cooperation of the citizens in the community. Educators need the assistance and criticism of the real workaday world to insure that the educational programs are up to date and the occupational preparation useful. Educational programs designed to meet the manpower needs of the community, State, and Nation should be planned in accordance with current employment trends, and many desirable benefits accrue when interested and qualified laymen participate in the planning. The advice and counsel of representative advisory committees enable educators to maintain continuity in trade and industrial programs.

To be most effective, trade and industrial education needs the support of community industries and the good public relations a strong advisory committee can create. Labor organizations and management groups can be either passive or enthusiastic supporters of a school; the degree of their support will depend on the extent to which they have been consulted. A trade advisory committee representing joint labor-management interests in the community can usually enlist the maximum support and cooperation of industry. The efficiency of labor, management, and education, as an educational team, is often largely responsible for successful programs of trade and industrial education.

CHAPTER II

Types of Committees

A SCHOOL ADVISORY COMMITTEE may be defined as a group of persons outside the education profession chosen from the community, State, or Nation to advise educators regarding a school program. The advisory committee is usually a formally organized committee appointed by proper authority for a definite term. Advisory committees may be established on a national, State, regional, or local level. In some situations an informal or *ad hoc* committee is used by educators for special purposes. The essential characteristics of the different types of advisory committees are shown on page 5.

GENERAL ADVISORY COMMITTEES

The term "general advisory committee" in trade and industrial education may have different meanings in various sections of the Nation. A general advisory committee may be:

1. A committee to advise a State Board for Vocational Education in setting standards and in developing a vocational program to serve the needs of the State.
2. A committee to advise local school administrators in the development of the overall vocational program.
3. A committee to advise local school officials concerning only the trade and industrial education programs.
4. A committee to advise local school officials concerning the types of training needed for a specific industry.

In trade and industrial education, the term "general advisory committee" usually refers to a committee serving only trade and industrial education programs and in some schools called "departmental advisory committees." A general advisory committee serving an industry such as aircraft, graphic arts, or shipbuilding is sometimes called an "industry advisory committee." A general advisory committee may serve an area vocational school, a community or junior college, an entire school system, or a single school within the school system. The membership usually includes spokesmen of organized groups, influential citizens, and persons who employ and supervise workers.

Characteristics of Advisory Committees for Trade and Industrial Education Programs Conducted by Local Public School Authorities

Type of Committee	General Purpose	Specific Function
General advisory committee for vocational education.	Advise local school administration in the development of the overall vocational program.	Provide advisory service in determining general policies and types of vocational programs needed in the community.
General advisory committee for trade and industrial education.	Advise local school administration in the development of trade and industrial education programs.	Provide advisory service in determining general policies pertaining to the operation of trade and industrial education programs and types of trade and industrial programs needed in the community.
Craft or occupational advisory committee	Advise local school administration in the development of instructional programs of preparatory, extension and apprentice training in specific crafts or occupations.	Provide advisory service in determining objectives and in planning details of the instructional program for a specific craft or occupation.
Joint apprenticeship committee	1. To develop and administer an apprentice training program for a specific craft. 2. May serve as craft advisory committee for the local school.	1. Develop and maintain apprenticeship standards and coordinate on-the-job training of apprentices. 2. Provide advisory service to the school in determining specific objectives and in planning specific details of related and supplementary instruction for apprentices.
Advisory committee for practical nurse education.	Advise local school administration in the development of preparatory and extension instructional programs for practical nurses and other health occupations.	Same as craft or occupational advisory committees.
Advisory committee for part-time cooperative training program.	Advise local school administration in the development of part-time cooperative training programs.	Provide advisory service in determining policies regarding on-the-job training and related instruction for student-learners.
Special or *ad hoc* advisory committees	Serve as a temporary advisory committee to the local school administration.	Provide advisory service for a specific project or in solving a specific problem.

CRAFT OR OCCUPATIONAL COMMITTEES

The term "craft" usually refers to an apprenticeable trade or a trade which may require primarily manipulative skills. Occupations such as cosmetology and practical nursing are not considered crafts, but for administrative purposes are classified as trade and industrial programs. Therefore, an advisory committee concerned with instruction in a specific trade and industrial program is called either a "craft advisory committee" or an "occupational advisory committee."

A craft advisory committee may serve as an advisory committee for specific programs in one school or in all the schools within a school system. The same craft advisory committee may be used for preparatory, apprentice, and extension classes in the school, in order to coordinate all the instruction within the craft or occupation.

Craft advisory committees meet more often than general advisory committees. Craft committees are used continuously throughout the school year, whereas general advisory committees may meet primarily during the early stages of planning or once a year. Craft advisory committees may be organized to serve an occupational area for the entire State or a specific geographic area. State craft advisory committees are organized to serve many occupational areas such as firemen training, supervisory training, and apprentice training in various crafts. Their primary function is to standardize the training within the occupation and to assist in the coordination of the training programs in the various schools.

JOINT APPRENTICESHIP COMMITTEES

Joint apprenticeship committees are usually organized by the Bureau of Apprenticeship and Training, U.S. Department of Labor, or by State apprenticeship agencies. The membership is made up of equal representation from labor and management, and the function is actually administrative on matters pertaining to apprenticeship standards and on-the-job work experiences. The committee may be an "in-plant" committee, functioning only for the program within a particular plant, or it may be an "area" committee. The area committee has jurisdiction over apprentice training (exclusive of related classes conducted by public schools) in an area corresponding to the jurisdictional territory of the labor local concerned.

Local schools usually cooperate with labor and management in providing the related instruction supplementing on-the-job training for apprentices. It is generally recommended that a joint apprenticeship committee also serve as a craft advisory committee; however, if it is to have the status of a school advisory committee, there should be official designation for it to serve as a school advisory committee on related instruction for apprentices. The joint apprenticeship committee often serves also as a craft advisory committee for trade preparatory and extension classes pertaining to the craft.

The utilization of a joint apprenticeship committee as an advisory committee for all training within the same craft makes possible a higher degree of coordination of all levels of training in the craft. It also facilitates the channeling of preparatory trainees into apprenticeship. A single committee may also eliminate the confusion likely to arise if more than one committee is advising on training in a specific craft.

PRACTICAL NURSE EDUCATION

An advisory committee for practical nurse education is an example of an occupational advisory committee functioning at national, State, and local levels. A national advisory committee for practical nurse education advises the Commissioner of Education on matters of general policy in connection with the administration of grants-in-aid to the States for practical nurse education. State advisory committees perform a similar function in advising the director of vocational education, the supervisor of trade and industrial education, or the supervisor of practical nurse education on matters of general policy and standards for grants-in-aid to local schools for practical nurse education. The local advisory committee advises school administrators and nursing instructors concerning the many problems involved in the program of practical nurse education.

PART-TIME COOPERATIVE TRAINING

An advisory committee for part-time cooperative training may be either a general advisory committee or a craft committee. The committee is classified as a craft committee when the student-learners are all employed in the same trade and industrial occupation and a general advisory committee when the student-learners are employed in several of the predominant occupations of the community. If several students are being trained in the same occupation, a subcommittee may be formed to serve as a craft advisory committee for training in this occupation. It would include members of the general advisory committee representing the occupation and would invite additional representatives of management and labor from the occupation to serve on the subcommittee if needed. Its activities would be confined to the occupational area from which the members were selected.

SPECIAL ADVISORY COMMITTEES

Special advisory committees are often organized to advise the school administrator on a particular problem in a trade and industrial program, or a particular task facing the school system, and then they are either dismissed upon completion of the task or solution of the problem, or established as a permanent committee.

CHAPTER III

Functions of Committees

ADMINISTRATIVE AUTHORITY for vocational education is vested in the State board for vocational education and in local boards of education. Advisory committees in trade and industrial education are organized to advise and counsel the school administrators and to make suggestions and recommendations for the guidance of the State and local boards. Their function is to provide closer cooperation and better understanding of trade and industrial education in industry, the home, and the school. An advisory committee provides a 2-way system of communication between the school and the community which is essential to all educational programs. An educational advisory committee, either at a national, State, or local level, has no administrative or legislative authority. The very name signifies its function. Whether it is called a board, commission, council, or committee, its function is to give advice.

GENERAL ADVISORY COMMITTEES

Just as a general advisory committee serving a State board for vocational education advises and makes recommendations to the board regarding the expansion of vocational programs to serve the needs of the State, one serving a local board of education provides advisory services in determining objectives and broad policies in connection with the types of vocational education services that are needed in the area served by the local school. The committee advises school officials concerning the relative emphasis that should be given to the various types of vocational programs. During the early stages of program planning, the committee may provide valuable service in helping to gain public support, to determine need for training, and to plan the school curriculum. Its activities are largely promotional and strive to create a desirable relationship with the public.

A general advisory committee confining its activity to trade and industrial education may serve all schools in the system or a specific school within the school system. The committee usually advises school administrators on the relative emphasis or scope of training needed in various trade and industrial occupations; it often assists in establishing general policies for the school or in coordinating all the trade and industrial programs in the various schools within the school system and advises the school administration on general policies, such as:

1. Qualifications of teachers.
2. Shop layout and type of equipment used in instruction.
3. Kinds of instructional materials.
4. Type of jobs to be used in the instructional program and procedures for handling jobs for outside customers.
5. Standards to be met for completion certificates.
6. Counseling and guidance procedures to be used in selection of students.
7. Placement of qualified graduates.

General advisory committees often assist in conducting community surveys to determine the needs for training and recommend the types of trade and industrial programs to be included in the school curriculum. They do not become involved in the details of planning specific training for a craft or industry but assist in developing a desirable relationship with the public in regard to acceptance of trade and industrial education and assist in coordinating the public relations activities of all the craft advisory committees.

An industry advisory committee serves the same function for a specific industry as a general advisory committee serves for the overall trade and industrial education program. The committee suggests or recommends types of training needed for a particular industry. This type of committee is not used in planning courses for specific crafts within the industry. The committee supplements craft or occupational advisory committees within the industry. The committee may assist in the selection of members of the craft committees, or some members may also serve on the craft committee.

CRAFT ADVISORY COMMITTEES

The function of a craft advisory committee is to advise local school administrators regarding trade and industrial instructional programs for a specific craft or occupation. Its function includes making recommendations and advising the local school authorities on the following matters.

Community Surveys

Craft advisory committees serve as subcommittees of general advisory committees in making community surveys to determine instructional needs or work independently of general advisory committees. The craft committees often assist in determining the data needed, in collecting and interpreting the data, and in making recommendations for instruction needed in their respective craft areas. Through the use of advisory committees, schools can thus establish instructional programs based on the real needs of the community.

Course Planning

Craft committees usually take an active part in planning the course outlines, but they should not be expected to make trade analyses, which may be time consuming. Teachers or school administrators should do the detailed planning. Courses of study are then reviewed by the craft committee in order to make sure the instruction meets the specific and current requirements of the industry. Advisory committees often assist in determining the following:

1. Skills and related technology to be taught.
2. Time allotment for each unit of instruction and total length of course.
3. Instructional materials to be used.
4. Standards of workmanship to be attained.
5. Specific production work or "live jobs" to be used in the instructional program.

Shop Planning

Craft committees can provide valuable advice concerning shop layout and the type and quantity of tools and equipment needed to insure that the school shop facilities are equivalent to those of industry in the community.

Selection of Students

Craft committees should suggest criteria for selection of students entering the program in order that a high level of work may be maintained. Employers are likely to feel that the graduates are better qualified if industry has been consulted regarding the standards used in the selection of students. School officials should assume the responsibility for interviewing prospective students, administering or checking results of tests, and in making the final decision regarding the acceptance of students for enrollment. The role of the craft committee would be only to advise the school in setting entrance requirements.

Recruitment of Teachers

Craft committees usually advise school administrators in setting the qualifications of teachers and assist in determining the trade competency of teachers. Although advisory committees do not employ teachers, they are usually encouraged to suggest skilled craftsmen as prospective teachers.

Assistance to Teachers

Craft committees often help new teachers by showing an interest in their problems, and by assisting them to relate their instruction to the particular needs of the community. Older teachers may be stimulated to keep their instruction up to date. A teacher sometimes feels that he is an isolated worker, particularly when he is the only trade and industrial teacher in the school. Through association with members of a craft committee, he receives necessary encouragement and stimulation. Association with an advisory committee also tends to increase the teacher's prestige in the community. Since a committee serves as a communications link with the community, through it the teacher learns of the approval or criticism of his efforts, and he may then make any adjustments necessary. A good relationship with an advisory committee develops the self-confidence of teachers. If the teacher knows he has the support of those best able to judge his work, it will help him to grow professionally.

Placement of Students

Members of craft committees can assist in the placement of students by employing graduates and recommending the employment of graduates to other firms in the industry. Craft committees may encourage and make arrangements for summer and part-time employment of students in industry. Members of an advisory committee are usually familiar with the employment needs of the craft concerned and may advise the school officials when placement opportunities are declining or employment practices in the craft or occupation are changing.

Evaluation of Program

There should be a continuous evaluation of the instructional program. The advisory committee's suggestions for improvement will represent the opinion of the community and will enable the school to maintain a curriculum at a level of instruction practical for the needs of the community. Members of the craft committee should be urged to visit the school frequently and participate in followup studies and interviews of graduates and employers. Instructional materials, equipment, standards for production work, and course outlines should be reviewed periodically by the advisory committee to keep them up to date and functional. In this way the instruction can be coordinated with the demands of the occupation.

Financial Support

Craft committees often help to provide direct and indirect financial support, perhaps by donating or securing donations of valuable equipment, tools, and materials. Members of a committee might provide or secure instructional aids, such as filmstrips, movies, manuals, charts, mockups, and other visual aids from industry, or funds for special activities. Some committees have provided scholarships and awards for honor students to encourage additional training. Indirectly, advisory committees help to obtain adequate financial support for the schools by supporting school administrators' requests for local appropriations. Members frequently appear in public to support the school budget and speak before civic clubs and other groups in support of trade and industrial education. When citizens are familiar with the achievements and needs of the trade and industrial programs, they will usually support reasonable requests for approval of bond issues for new buildings and equipment.

Legislation

Craft advisory committees often support State and national legislation affecting trade and industrial education. The organizations which the members represent usually have a favorable attitude toward trade and industrial education and are in a position to persuade other industrial organizations, service clubs, and civic groups to support favorable legislation. General advisory committees at the State or national level usually initiate the request for the support of legislation, but they depend upon members of local craft committees to enlist popular support at the local level.

Adult Training

Craft committees are usually interested in extending trade and industrial programs to include the adult workers in the industry. Members of the committee can advise school officials concerning the need for upgrading workers in the craft and retraining workers whose skills are becoming obsolete and not only stimulate school officials to offer adult training, but even assist in determining the content and length of the courses. Through the advice of experienced workers, the instruction can be maintained at an advanced and practical level. Adult workers may be stimulated to enroll in extension courses more readily by suggestions from their fellow workers.

Public Relations

One of the important activities of a craft advisory committee is to assist in the development of community understanding and active support of trade and industrial education and to build prestige and respect for the school. It can be helpful in a public relations program to inform the community of the purpose and functions of the instructional program, showing that the program is planned for the benefit of the community, and that the function of the public school is to serve the public. The advisory committee serves as a link with the community by interpreting the program of instruction to the industry represented, as well as to the community. Members of advisory committees assist in the development of a good public relations program by:

1. Inviting teachers, counselors, administrators, and students to visit industrial plants.
2. Participating in an "open house" for students, parents, and other adults in the community.
3. Serving as speakers for school banquets and assembly programs.
4. Arranging for publicity through their contacts with news media such as newspapers, trade magazines, and radio and television stations that would not be otherwise available to the school.

JOINT APPRENTICESHIP COMMITTEES

When a joint apprenticeship committee also serves as a craft advisory committee, it should be understood that the functions and responsibilities in the two capacities are entirely different. The role of the local joint apprenticeship committee is to develop and direct an effective apprentice training program. Apprentices are often indentured to an "area" joint apprenticeship committee, and the committee has definite administrative responsibilities. When acting in the capacity of a joint apprenticeship committee, the committee performs the following administrative functions:

1. Develops suitable training standards for the craft.
2. Reviews applications and selects apprentices.
3. Prepares apprentice training agreements.
4. Supervises on-the-job training of apprentices.

5. Enforces enrollment and regular attendance of apprentices in related study classes conducted by the school or other agency.
6. Reviews progress reports from school supervisors and employers periodically to insure satisfactory progress.
7. Examines and recommends apprentices for certificates of completion of apprenticeship.

"In-plant" joint apprenticeship committees do not have as many administrative responsibilities as "area" joint apprenticeship committees, since the apprentices are usually indentured directly to the plant; they serve as advisors to the plant officials or training department.

When a joint apprenticeship committee is not serving as a school advisory committee, meetings are usually called without consulting school officials. Public school officials are not usually concerned with the administrative functions of the committee but are often invited to serve as consultants to the committee when it is acting on administrative matters.

Close cooperation is necessary between the joint apprenticeship committee and the school, if the apprenticeship program is to function well. When serving as an advisory committee to the school, the joint apprenticeship committee serves the following advisory functions in connection with related instruction for apprentices:

1. Assists school administrators in determining related technology to be taught.
2. Advises school administrators regarding instructional materials to be used in instruction.
3. Recommends skilled craftsmen as prospective teachers.
4. Assists with evaluation of instruction in order to keep it up to date and functional.
5. Advises school administrators regarding shop equipment when shop instruction is given in the school in connection with related instruction.

When the joint apprenticeship committee is serving as an advisory committee to the school, meetings are called by the school officials. The general procedure for using the committee as a school advisory committee is to have it meet as a joint apprenticeship committee and complete the agenda on administrative matters, then to meet as a craft advisory committee and act on the agenda presented by the school administrator. This eliminates the necessity for calling separate meetings and also avoids any confusion or misunderstanding which may prevail in the minds of members when both administrative matters and those pertaining to related instruction are being considered. An "area" joint apprenticeship committee sometimes has jurisdiction over an area including several cities; each city then is represented on the committee. If it is not feasible to conduct related study classes in a central location, several school systems might conduct related classes for the apprentices residing in their school districts. The craft advisory committee for each school, in this case, is independent of the area committee.

When joint apprenticeship committees are used as craft advisory committees for preparatory training programs, it is advisable to have separate meetings and not attempt to discuss matters concerning preparatory training and apprentice training in the same meeting. The two committees should be considered separate and distinct, even if the same persons serve on both. In most cases, different instructors will be involved in the training program; in some cases, different school officials will meet with the committee.

PRACTICAL NURSE EDUCATION

The function of an advisory committee for practical nurse education is similar to the functions of craft and other occupational advisory committees. The role of the advisory committee is best fulfilled when its membership follows an organized pattern, such as to:

1. Read, react to, and assimilate information.
2. Discuss and define programs, practices, and proposals.
3. Arrive at conclusions.
4. Present suggestions and recommendations.

Some areas of concern are:

1. Curriculum development.
2. Studies and investigations.
3. Program evaluations.
4. Current trends in practical nursing.
5. Intergroup and interagency relationships.
6. Improving communications.

The committee sometimes has the additional function of identifying the role of the practical nurse, and thereby creating a better understanding of the role of the practical nurse in the community and its implications for curriculum planning.

There may be a greater tendency for school administrators to permit or even ask practical-nurse advisory committees to make administrative decisions rather than to serve only in an advisory capacity; however, it should be strongly emphasized that experience has proved that it is unwise to delegate the administrative and operational responsibilities of the program to these committees.

PART-TIME COOPERATIVE TRAINING

The functions of an advisory committee for part-time cooperative training are usually much broader in scope than the functions of a craft advisory committee. Special problems are involved when students receive their occupational instruction through employment in business and industrial firms in the community. An advisory committee for part-time cooperative training has special advisory functions in addition to some of the regular functions of craft advisory committees. The advisory committee often performs the following additional functions:

1. Assists in making a community survey to determine the need for the program.
2. Advises as to general training policies.
3. Assists in setting qualifications for selecting students.
4. Assists in placement of students.
5. Advises as to fitness of training stations.
6. Reviews and recommends approval of training plans and training agreements.
7. Recommends wage scales for various occupations.
8. Recommends cancellation of training agreements.
9. Participates in evaluation of programs.
10. Assists in development of a good public relations program.

Advisory committees for programs in which the students are all working in the same occupation may have additional functions, such as to:

1. Assist the coordinator in the preparation of the on-the-job training schedule of each student.
2. Advise the coordinator regarding the schedule of related instruction.
3. Advise the coordinator regarding the selection and preparation of instructional materials.

CHAPTER IV

Establishing the Committee

ADVISORY COMMITTEES may not perform all functions equally well, nor are they necessarily recommended for all situations; in some situations, their disadvantages or limitations may tend to outweigh the advantages. In many normal situations, other devices may be able to achieve the same or better results with less effort. The point is that no school administrator should attempt to create a new advisory committee, or reactivate an old one, until he has given thought to both its pros and cons and has determined that its advantages outweigh the time and effort necessary to make it work.

Although educators usually take the initiative in approaching organized groups to request their assistance in planning programs, trade organizations sometimes become interested in the development of a training program to serve the needs of their industry and take the initiative in organizing an industry-education advisory committee. Industry groups usually find educators anxious to cooperate by arranging for an initial meeting to discuss the need for a training program. This "industry committee," having served the purpose of initiating a meeting with school officials, is then disbanded. In most cases, the members of the committee will be invited to serve on a permanent school advisory committee, if and when it becomes feasible to initiate a training program. School officials responsible for the promotion and development of trade and industrial education should be alert to the needs for training in their community. However, it is not always possible to anticipate the need for an advisory committee, and school officials should welcome the opportunity to meet with industry groups to discuss training needs. School officials who show a lack of interest or a condescending attitude toward such meetings will find it difficult to obtain the support of any industry in the community.

RESPONSIBILITY

How does a school administrator go about setting up an advisory committee? Who is responsible for establishing advisory committees? The answer will vary with the size of the school system and the type of committee. The board of education is the administrative head of any school system, but the superintendent of schools or designated staff members assume the responsibility for establishing advisory committees. In most cases, the person directly responsible for the supervision of the program is responsible for the organization and utilization of the services of the committee. Although the pattern of organization varies from school to school, and from State to State, the administration of trade and industrial education in large school systems usually follows the pattern shown in chart 1. The director of vocational education in large school systems is usually responsible for establishing general advisory committees for vocational education. The board of education sometimes delegates to the supervisor of trade and industrial education or the principal of a vocational school the responsibility for establishing a general advisory committee for trade and industrial education and craft advisory committees. In some schools, the assistant principal or coordinator of the day school is responsible for establishing craft advisory committees for extension and apprentice training.

The administration of trade and industrial education in small school systems usually follows a pattern of organization shown in chart 2. The superintendent of schools will perhaps organize the general advisory committee and craft committees, or will authorize the high school principal or coordinator of trade and industrial education to act as his representative in organizing an advisory committee. In a few cases, the coordinator of part-time cooperative training or a day trade teacher is authorized to organize the advisory committee, subject to the approval of the superintendent of schools.

The administration of trade and industrial education in junior colleges and area vocational schools also usually follows the pattern of organization shown in chart 2. The president of the college or director of an area vocational school either assumes responsibility for the organization of advisory committees or delegates the responsibility to the dean or assistant dean for instruction. The department chairman often assists the dean of instruction and curriculum in organizing craft advisory committees.

LEGAL AUTHORITY

No public advisory committee should be established unless it has been approved by proper authority. School officials should determine whether authority exists for the appointment of the committee. This authority may be provided in a number of ways:

1. The school may be required by the State plan for vocational education to appoint advisory committees.
2. The State plan may permit appointment of advisory committees if needed.
3. The board of education may authorize the appointment of advisory committees.

Chart 1.—Organizational Chart for Administration of Local Trade and Industrial Education Programs in Large School Systems

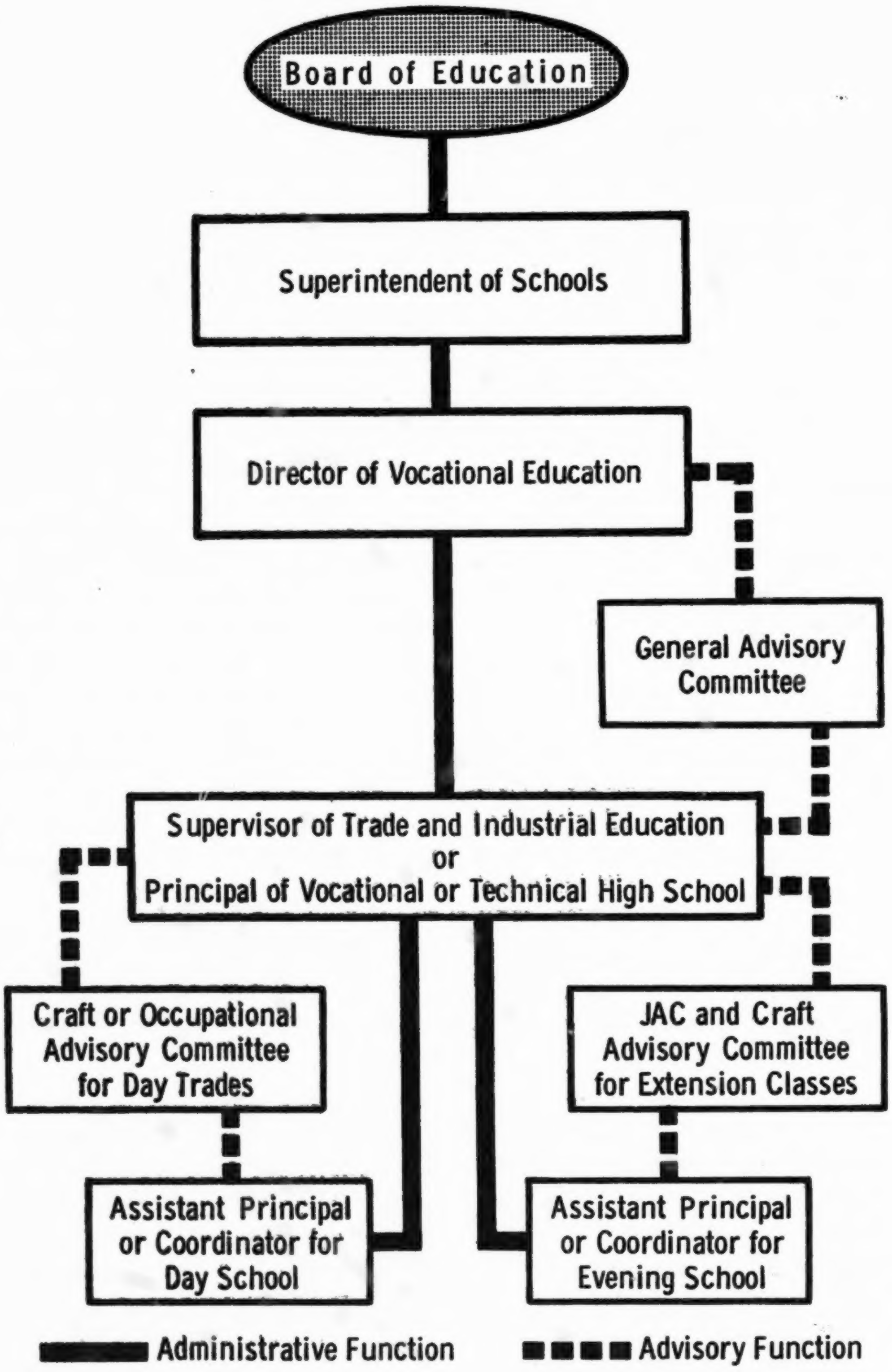
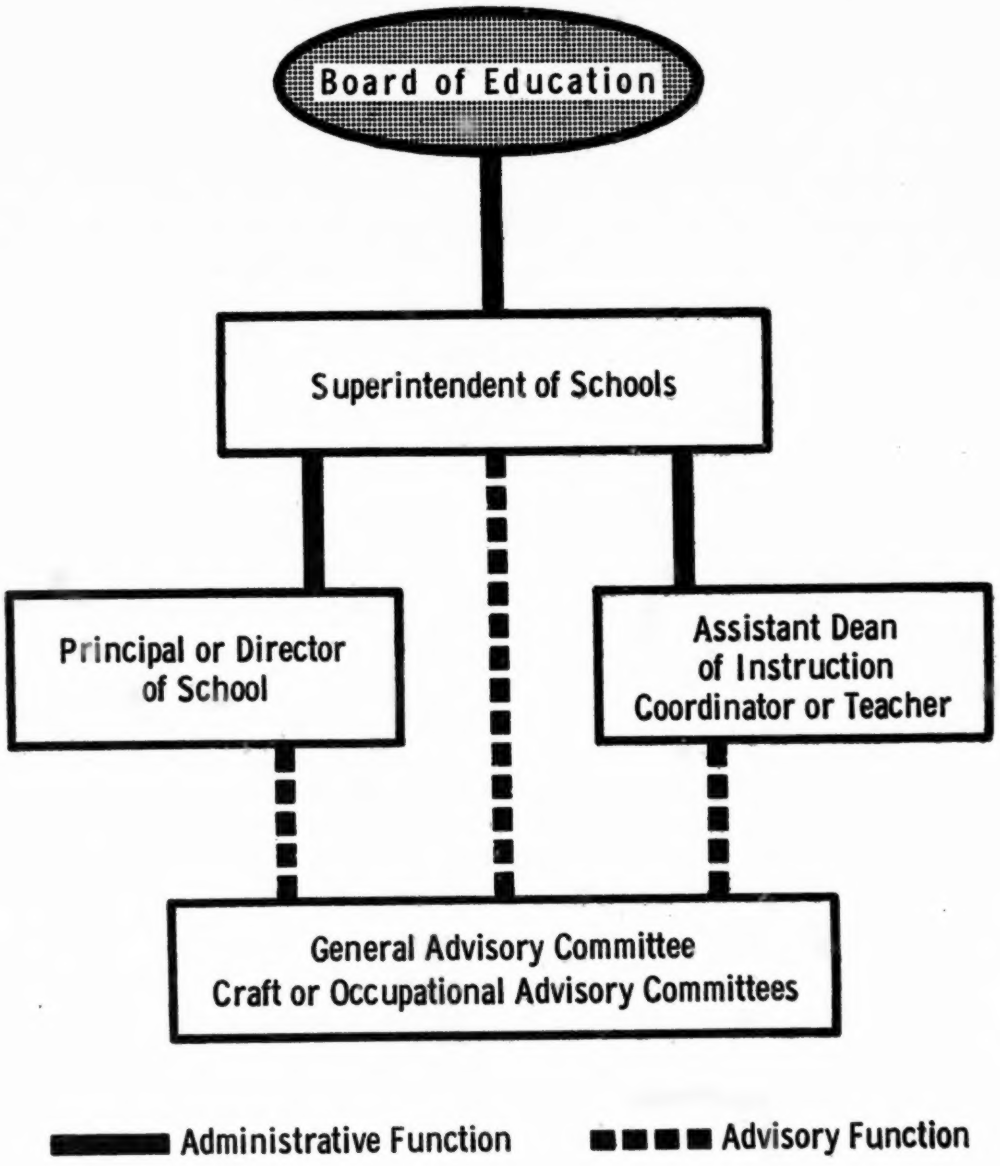

Board of Education
Superintendent of Schools
Director of Vocational Education
General Advisory Committee
Supervisor of Trade and Industrial Education or Principal of Vocational or Technical High School
Craft or Occupational Advisory Committee for Day Trades
JAC and Craft Advisory Committee for Extension Classes
Assistant Principal or Coordinator for Day School
Assistant Principal or Coordinator for Evening School
Administrative Function
Advisory Function

Chart 2.—Organizational Chart for Administration of Local Trade and Industrial Education Programs in Small School Systems


Board of Education
Superintendent of Schools
Principal or Director of School
Assistant Dean of Instruction Coordinator or Teacher
General Advisory Committee
Craft or Occupational Advisory Committees
Administrative Function
Advisory Function

The approval of the superintendent of schools and the board of education should be secured before any advisory committee is organized. School boards and school administrators sometimes fear that advisory committees will assume administrative or legislative authority which is the responsibility of the board of education. The function of the advisory committee and the values derived from its use should be clearly explained to members of the school board. If the committee is to function properly, it must have the respect and confidence of the school administration.

SELECTION OF MEMBERS

Securing competent people to serve on advisory committees is an important and sometimes difficult problem. When selecting members, it is important to keep clearly in mind the purposes to be served and the type of assistance needed in planning and evaluating a school program. It is also well to keep in mind that advisory committees not only provide advisory service but also provide the school with an opportunity to do an educational selling job with the members of the committee. Some of the important personal qualifications to be considered in the selection of members of advisory committees are:

1. Intelligence, social vision, and leadership experience.
2. Interest and willingness to work in the promotion of the program.
3. Good character and integrity.
4. Civic mindedness and an unselfish spirit. Courage to express their ideas and defend their convictions.
5. Disinterestedness. The more ambitious and aggressive people do not always make the best members. People who are interested in their own prestige may not act in the best interest of the community. Radicals prone to inject politics or pet ideas into discussions do not make good committee members.
6. Experience in the craft or occupation represented. It is not necessary or desirable that all members be older persons with many years of work experience. Young business executives and craftsmen of proven ability and skill are more likely to work hard to assist the school than some older men who have lost contact with young people.

Adequate Time

Members of advisory committees must be able to devote considerable time to committee work and school activities. The ability to do this should be considered one of the criteria for membership. A member does not necessarily have to be a top leader in the community; one who participates in many other activities may not have sufficient time, energy, or enthusiasm for serving as a member of an advisory committee.

Representative of the Community

In addition to considering the personal qualities of members, school administrators endeavor to have a committee that is representative of the community. The more predominant trade and industrial occupations in the school district are usually represented, as well as each geographic division of the area served by the school.

Representative of Craft or Occupation

The employer representatives should be selected from highly respected industrialists in the school service area. They may be owners or managers actively engaged in a business or industry. The employee representatives should be skilled craftsmen who are respected and recognized as leaders by their coworkers in the craft and who are actively engaged in the trade or occupation at the time of selection. Graduates of the school's trade and industrial program are desirable committee members because of their understanding of the program.

Number of Members

Some factors that tend to affect the number of members on the advisory committee are the size of the school system, the geographic area served, and the type of program. The committee should be large enough to be representative of the community but small enough to permit active participation in the discussion of problems and the formulation of recommendations.

A small advisory committee may find it convenient to meet more often than a large committee. When the committee is small and meets often, the members soon strike up a friendly relationship and in this atmosphere speak frankly. This enables them to tackle problems in a bold, constructive way and to make positive and practical recommendations. Above all, each member of a small committee feels that he or she has a special contribution to make. As a result, they attend regularly and maintain a lively interest in the committee's work. On the other hand, while a small committee can be so formed that several varying or even divergent views are represented, its small size may mean the exclusion and perhaps estrangement of important interests whose cooperation is desired. The effect may be to reduce the collective ability of the committee and to lessen its prestige.

Since the activities of general advisory committees for vocational education are primarily promotional, it is advisable to have representation from as many organizations in the community as possible. This committee may have as many as 20 or 30 members. Large committees sometimes have an executive board of 4 to 6 members who meet frequently if necessary on special call of school officials to consider urgent matters. General advisory committees for vocational education may be divided into subcommittees to serve as advisory committees for specific vocational programs.

General advisory committees serving only trade and industrial education programs meet more often than advisory committees for vocational education and will be most effective if their membership is limited to 7 or 9 members.

Craft or occupational advisory committees are usually more effective if they limit membership from 5 to 7 members and use consultants as the need arises.

Advisory committees for part-time cooperative training programs usually consist of 2 employers, 2 employees, a representative of the lay public, and a school representative.

Advisory committees for practical nurse education usually have more members than other occupational advisory committees, since there are many different agencies and organizations concerned with practical nurse education. The advisory committee usually consists of 10 to 15 members.

It is sometimes advisable to provide alternates for each member of the committee. This is particularly true for representatives of organized groups. Each group then always has a representative in attendance at committee meetings to express the particular interest of the group.

Groups Represented

Experience has shown that there should be equal representation of employers and employees, along with a representative of the general public, on school advisory committees. The members of advisory committees representing employers or management are usually representatives of organized groups, such as: Associated General Contractors, American Manufacturing Association, Electronic Industries Association, Independent Garagemen Association, Associated Plumbing Contractors, and Hospital Administrators Association.

Members of advisory committees representing employees or labor are usually selected from the members of local organized labor groups, such as: International Association of Machinists, International Brotherhood of Electrical Workers, United Garment Workers of America, and other employee organizations and associations. Engineers and experienced technicians may be valuable members of craft advisory committees, since they are usually specialists in a craft or occupation and keep up to date on employment trends and trade practices.

The superintendent of schools, the director of vocational education, or a designated representative usually serves as an ex-officio member of the advisory committee. Often a member of the board of education also serves on the committee.

When a committee is doing good work, it is natural that influential organizations not represented on it are anxious to be represented. This may put the school administrators in a difficult position. While anxious to increase the committee's usefulness, they must be aware of the danger of increasing the membership to a point where the committee is unwieldy. An advisory committee of 30 to 40 members cannot meet frequently; this limits its usefulness, and much of the business is consequently handled by subcommittees, while the advisory committee itself takes on the nature of an annual conference. In such circumstances there is a risk that keen committee members who are not on the subcommittee will lose interest. One way out of this difficulty would be for the school to distinguish between the groups which should have permanent representation on the committee and groups which might take turns in being represented. In this way, over a period of years, representation could be given to all interested groups without making the committee unwieldy.

Procedures for Selecting Members

There are many different procedures followed in the selection of members. Representatives should be acceptable to both the school and the group they represent. The selection is best worked out through the joint efforts of the two parties concerned. When organized groups are to be represented, they should be asked to nominate one or more members for consideration by the school officials. Committee members selected in this way speak with authority for the group they represent rather than as individuals; they voice the opinions of the group rather than their own personal feelings. It is a good policy for school administrators to discuss the qualifications of committee members with the groups to be represented before any members are nominated for consideration.

The school administrator will find it helpful to confer with prospective members regarding the functions and duties of the committee prior to the selection of specific individuals. In this way, school officials can be more certain of appointing interested members who have adequate time to devote to committee work and have a sense of civic responsibility.

It is not always possible or desirable to have committees composed entirely of members who represent organized groups in the community. Some communities or occupations may not have organized groups to represent the interests of the employers or employees. School officials sometimes call a meeting of all individuals concerned with the training program to nominate persons for consideration as members of the advisory committee, or sometimes consult individually with leaders in the craft or occupation for recommendations of members of the advisory committee.

MEMBERSHIP ROTATION

Some method for revising membership should be devised at the time the committee is created. New blood is essential to any organization; at the same time, there are advantages in continuity, particularly if the members have shown a real interest in the work of the committee and have made effective contributions. Some schools follow a policy of appointing members for an indefinite period; others appoint members for a 1-year term. Most administrators will try to select a course between the two extremes.

One method of providing for turnover in membership is to place a terminal limit on the life of the committee as a whole, or on the terms of the individual members. This is often done in the case of *ad hoc* committees. If a decision is made to continue the committee after terminal date, it is usually assumed that the full membership will be invited to remain.

A regular system of replacement is recommended. The usual term of membership is 2 to 3 years. Often a school administrator may see a need to reorganize a committee, to institute a change of policy or to alter the balance of power between the groups already represented. His purpose may be to strengthen the committee by bringing in representatives from fresh groups. The problem of replacement does not exist when a system of replacement by rotation is in effect. It provides a painless method of eliminating the "passengers," and it also results in a steady influx of new blood and fresh ideas without destroying the continuity of the committee's work.

One method used for rotation of membership of permanent committees is to replace one-third of the committee each year. This provides both for continuity and for the introduction of new blood. Initially, one-third of the members are appointed for 1 year, one-third for 2 years, and one-third for 3 years, or a similar period, depending on the length of term. An arrangement by which retiring members may be eligible for reappointment insures the retention of more active members of a committee as long as their services are required. There may be ill feeling if some are reappointed and others are not. School administrators should review carefully the advantages and disadvantages of reappointing old members. The practice of not reappointing members has the following advantages:

1. After a year's lapse, the member is eligible to serve again. In the meantime, if he is extremely valuable to the program, he can be a consultant, or his advice can be sought privately.
2. The "no reappointment" policy serves as a convenient device for getting rid of those who have been of little value.
3. To reappoint all members over a period of time is to establish the precedent for doing so, which will bind the school as if all terms were of indefinite length.

Regardless of whether a plan for rotating the membership of committees is used, new members should be appointed by whatever is the usual procedure. Committees should not be permitted to become self-perpetuating by naming their own successors.

CONSULTANTS

Many school officials recommend the use of consultants to assist the advisory committee with special problems. These experts are invited to meet with advisory committees at appropriate times to give their opinions or to provide specific information. For example, representatives of a State employment service might be helpful in furnishing current information about employment trends and job requirements; representatives from craft committees could serve as consultants to a general advisory committee in planning or evaluating a training program; salesmen of tools and equipment could serve as consultants to an advisory committee planning a new shop or the purchase of new equipment; teacher trainers, members of the staff of the State department of trade and industrial education, and representatives of other State and national agencies could serve as consultants to local advisory committees.

OFFICIAL INVITATION

Regardless of the method of selecting members, appointment of members should be an official act of the board of educationn, or the superintendent of schools as its designated representative. It is a *good policy to send a letter of invitation to each member, signed by* either the chairman of the board of education or the superintendent of schools. This is important for three reasons: (1) It helps to assure the school administration that the advisory committee will not usurp its authority and the two groups will work together in harmony; (2) the members of the advisory committee will understand their proper place in the school organization; they will understand they are responsible to the board of education and have no authority except to make recommendations through the board or its appointed representative; (3) appointment by the highest school authority gives prestige to the members of the committee.

DEFINING THE COMMITTEE'S ROLE

There should be a clear understanding on the part of all concerned of the committee's role. Such a statement of function should be a part of the directive establishing the committee; it should be included in the original letter to the members asking them to serve; it should be restated at the first meeting, and at other meetings as necessary. The statement should ordinarily contain a phrase to the effect that the committee's role is advisory to the school administrator who has the policymaking responsibility. In most situations, the issue will not arise, but if it does, a skillful administrator will find a way to emphasize the advisory nature of the committee without being offensive to anyone. If the committee is permitted to believe that it has policymaking responsibilities, a satisfactory relationship is not likely to be achieved. An advisory committee is *not* a board of directors and should not be permitted to think of itself as one.

CHAPTER V

Organizing the Committee

OPTIMUM BENEFITS may be derived from the use of advisory committees only when the committees are organized on a sound basis. There is no special pattern to follow. The techniques of course vary from school to school, due to local conditions. However, there are some basic techniques that have proved successful which will serve as guides to administrators of trade and industrial education programs.

CHARACTERISTICS OF EFFECTIVE COMMITTEES

The most effective advisory committees are those in which a strong bond of respect exists among the members for each others' characteristics and abilities, as well as a general understanding and acceptance of committee objectives, a desire to accomplish them, and a feeling of teamwork. Such a climate helps to produce:

1. An appreciation of the problems of the school and a desire to be of assistance.
2. Suggestions for the solution of specific problems.
3. The improvement of solutions through discussion.
4. A critical, yet fair, examination of ideas presented by the school.
5. A willingness to assist in the implementation of recommendations.
6. Encouragement and public support of the school program and personnel.

The committee that meets only once or twice a year will have greater difficulty in achieving this kind of climate than one which meets more frequently, but much can be accomplished by committees meeting irregularly.

CHAIRMAN

The chairman is a key member of a committee, and its success will depend largely on the leadership he provides. He must be sensitive to the views of the members; he should be able to listen critically and to criticize intelligently. Other desirable characteristics are good judgment, fairness, and reasonableness.

School administrators often serve as chairmen of general advisory committees, but it is generally recommended that a lay person serve as chairman of a craft committee. The chairman of the advisory committee may be elected by the members of the committee from their ranks. He may be a representative of the public, or the chairmanship may be rotated among the labor and management representatives. The chairman is sometimes appointed from among the lay members by the Board of Education or the Superintendent of Schools; the committee usually determines its own method of selecting its chairman. A vice chairman should, of course, always be elected to serve in the absence of the chairman.

SECRETARY

The secretary is also an important member of any advisory committee and should have a close working relationship with members of the committee. His most important attributes:

1. An understanding of the program and a sense of the relative importance of issues and objectives.
2. An ability to explain the program to others.
3. A sensitivity to the viewpoints of others.
4. An ability to organize detailed material into a meaningful whole.
5. A facility for writing.
6. An ability to motivate appropriate school administrators or faculty members to prepare necessary background materials.
7. Imaginativeness and alertness for suggesting ways of making the work of the committee and its members most effective.
8. A willingness to do his utmost to make the committee a success.

The secretary is sometimes elected by the committee from its membership, but it is generally recommended that a representative of the school serve as secretary to the committee, since there is usually a great deal of routine, time-consuming work to be done by the secretary. Most members of the committee would not be able to devote the necessary time to the job.

SCHOOL REPRESENTATIVE

The kind of relationship that the school representative has with the members of the advisory committee is extremely important. First of all, he must have the confidence of the committee. He should also have sound knowledge of the problems presented to the committee, and be able to discuss problems intelligently and foresee ways in which the school may contribute to the solution of problems presented to the committee. He must have tact, patience, and a capacity for hard work. He must be willing to meet at the time best suited to the committee, laying aside personal desires in order to serve the best interests of the group. He should realize that he may have certain limitations in administrative authority and should not make promises out of line with school policy.

It must be realized that a few strong personalities sometimes manage to dominate an advisory committee, thus preventing the best possible work of which the committee might otherwise be capable. Also, there is danger that a committee may degenerate into a sounding board for airing complaints only. Such situations may result from unsound selection of members in the first place, or from the failure of the school representative to play his proper role in the conduct of meetings.

The relationship between the advisory committees and the school officials is reciprocal. It is the function of the lay persons on the committee to assemble and interpret firsthand information concerning community needs, and of the school officials to recognize these needs as being definite and then proceed in organizing materials and proper teaching methods.

School officials should realize that the failure of an advisory committee to function usefully may be attributed to a lack of leadership on their part. It is important, therefore, that once a decision has been made to have a committee, they give the necessary time and attention to it.

The person who represents the school on an advisory committee will depend upon the size of the program and the type of committee. The person having the immediate administrative responsibility for the program served by the committee is usually the school representative, as he is in a better position to take direct action on the advice of the committee. In large school systems the director of vocational education usually meets with the general advisory committee for vocational education and sometimes with the general advisory committees for trade and industrial education. In some large cities, the supervisor, coordinator, or principal of the vocational school meets with the general advisory committee and/or craft committees. In one city, for example, either the president or the dean of instruction and curriculum of the junior college serves as school representative for craft advisory committees; in another city, the director of the vocational education program has designated a member of his administrative staff to meet with all craft advisory committees as the official school representative. This staff member has the responsibility for the organization of all craft advisory committees and the coordination of their activities; however, the director of the school, other staff members, and teachers also meet with the committee at appropriate times.

When a committee is organized to serve a department or a group of closely related occupations, the head of that department usually meets with the committee as a school representative, in addition to the school supervisor or director. For example, the head of the automotive trades department would meet with an advisory committee for that department or with each specific craft committee serving programs in the department. In most large school systems, the instructors meet with committees only when invited. If there are several teachers of the same craft, they might meet with the advisory committee on a rotation basis. If teachers attended advisory committee meetings regularly it would perhaps limit free discussion and the effective work of the committee. In smaller school systems, the superintendent of schools or the principal usually meets with general advisory committees. The principal, teacher, and coordinator are sometimes members of craft advisory committees.

The same procedure is usually followed with advisory committees for practical nurse education programs. The local supervisor of trade and industrial education and the person directly responsible for supervision of practical nurse education, perhaps both meet with advisory committees. If there is only one instructor, she will usually meet with the advisory committee; otherwise the instructors meet with the committee only when special business concerning the curriculum, the instructional program, or a similar matter requires their attendance.

The teacher-coordinator of part-time cooperative training programs usually serves as the official school representative on advisory committees for that program. It is a good policy for the school superintendent, the director of vocational education, and the principal of the high school to meet with the advisory committee also when they can arrange to do so.

Any school official who serves as school representative should be an ex-officio member of the committee. He attends the meeting to receive advice, not to give advice.

If a school has a large number of advisory committees, a staff person is usually designated to service the committees and coordinate their activities. Most schools develop a committee handbook which specifies among other things the duties and responsibilities of the committees. A suggested outline for a handbook is included in the appendix.

CONSTITUTION AND BYLAWS

The formal organization of advisory committees has some advantages. A constitution and bylaws will designate specific duties and the pattern of organization and will further clarify the position of the advisory committee within the school system. A formal constitution may create an atmosphere of permanence and emphasize that the committee is a functioning committee rather than a paper organization. However, a rigid set of rules may destroy the initiative of members of the committee and impede the fulfillment of its objectives. A constitution should include only the provisions necessary for efficient committee operation; if one is prepared, it should be approved by the board of education.

Advisory committees work best in an atmosphere of friendly cooperation. Some schools prepare an informal set of rules and responsibilities to guide the committee in its work; this should be a set of positive statements rather than a list of functions for which the committee has no responsibility.

MEETING DATES

There is no general agreement on the maximum number of meetings to be held each year, or whether meetings should be scheduled at regular intervals or called as necessary. The chairman might call a special meeting, or the school representative might suggest to the chairman that a meeting should be called. General advisory committees usually meet only once or twice a year, and special advisory committees meet when called. General advisory committees usually have to meet more often during the planning stages of a program. If advisory committees meet only once a year, there is a chance that such meetings will degenerate into a meeting for reporting progress and the committee serves no real function. If committees are to be effective, they must be given work to do. Unless a school intends to use an advisory committee, it should not be appointed.

Craft advisory committees should meet at least once a month to be capable of evaluating a school program. Meetings should be called more often, if possible, during the early stages of any program development. The school representative should realize that a committee called together once every 6 months is not going to be vitally interested in the program of the school. Meetings are held during the day or evening, at the convenience of the committee members, not at the sole convenience of the school representative.

It is generally recommended that committees meet on a certain day of a specified week of each month, so that members will acquire the habit of reserving that date for meetings. Reminders should be sent to members approximately a week before the day of the meeting. If a special meeting is called, the date should be set far enough in advance to assure full attendance.

Vocational administrators sometimes expect too much from advisory groups. School administrators should be aware of the fact that representatives of labor and management organizations have many pressing problems outside the field of education and should remember when asking for cooperation that although "education" is their entire job, such is not the case for members of the committees.

CHAPTER VI

First Meeting

IT IS RECOMMENDED that a member of the school administration staff, either the superintendent or director of vocational education, serve as chairman of the first advisory committee meeting. Even if the superintendent designates a member of his staff to serve as chairman at the organizational meeting, he himself should make every effort to attend. The first meeting provides an opportunity for the top school administrator to welcome the committee, to thank the members for their cooperation, and to express his views concerning the committee's functions.

On the whole, an advisory committee will make its most effective contributions when the following conditions exist:

1. The reason for organizing the committee is well understood by both committee members and school officials.
2. The committee has been given a clearly defined function.
3. There is no question on the part of the members that the function is a needed one.
4. The committee is competent to perform the function.
5. The committee is "wanted" by the school; its contributions are valued by the school administration; and the superintendent and his staff are willing to give the necessary time, energy, and support to make it successful.

ORIENTATION OF THE COMMITTEE

During the first meeting of a committee, the chairman should explain its purpose and the method used in selecting its members. He should make sure the members have a clear understanding of the role of the committee. The members must understand that they cannot assume legal rights which do not belong to the advisory committee, since action and final decision rest with the administrative head of the school, who in turn is responsible to the board of education. The committee must understand that its purpose is advisory, not administrative, but it should be assured that its recommendations will receive serious consideration.

The members of an advisory committee should understand their duties and responsibilities to the local school and the philosophy, policies, and standards for trade and industrial education in their State. They should be familiar with the general policies of the State plan and Federal acts dealing with trade and industrial education. The major portion of the first meeting should be spent in interpreting these principles and acquainting members with the activities of the local school. The acting chairman might give a brief sketch of the objectives of the school, its present status, and plans for expanding its program. A general advisory committee could perhaps visit the school shops in order to become better acquainted with the training programs offered.

Craft committees often spend considerable time in the shop during the first meeting. The instructor or head of the department explains the training program now offered by the school, the physical facilities and existing equipment, the specific objectives of the training program, and some of the current problems.

Each year new members should be oriented in a similar manner. This repetition might become boring to old members of the committee, but the value of the time spent would be reflected in the enthusiasm and intelligent activity of the well-oriented members.

AGENDA

The first meeting will differ from subsequent meetings in that most of the time will be spent in the orientation of the members. The agenda for the first meeting should include the following:

1. Welcome and remarks by chief school administrator.
2. Introduction and biographic information about members of the committee.
3. A statement of the role of the committee and how it is expected to be of assistance to the school.
4. The names and brief biographic information of key school officials and teachers.
5. A brief sketch of the history and background of the school.
6. The nature and objectives of the school.
7. The nature and objectives of the trade and industrial program or specific programs.
8. A brief outline of problems of the school or of a specific program.
9. Future plans for expansion of the school or a specific program.
10. Standards specified in Federal acts for vocational education and State plans for vocational education.
11. Organization of the committee:
    (a) Selection of chairman and secretary.
    (b) Selection of dates and time for meetings.
    (c) Adoption of constitution and bylaws or set of rules to govern the conduct of meetings.
12. Adjournment.

IMPORTANCE OF PLANNING

st meeting of the committee should be carefully planned,
ill set the tone of future meetings and an effective relation-
the members must be firmly established from the beginning.
e various approaches that school officials can use to establish
asis for continuing effective relationships with committees,
g:

ention to the manner in which the committee's advice is asked.
ting the committee know the value of its contributions.
eping the committee adequately informed of developments in the
ool.

CHAPTER VII

Planning a Program

Unless the committee is in the habit of meeting regularly on a fixed date, notices of meetings should be sent to members a month or two in advance and the agenda sent at least a week before the meeting, along with reports, background information, and other material relating to the committee's activities. It is often helpful if the school representative reminds each member by a telephone call the afternoon before a night meeting or early in the morning before a noon meeting.

The physical accommodations for the meeting are important. A room that is noisy, hot, and uncomfortable will dull the enthusiasm of everyone; pleasant surroundings will stimulate activity. Frequent interruptions will also detract from a meeting. School officials should arrange their schedule so they will not be called out of meetings to answer phone calls or to take care of routine duties. It is generally desirable to meet at the school if an adequate meeting room is available; however, it may be preferable to meet at a hotel, restaurant, private club, or a conference room at some industrial plant. The school representative should reserve the meeting place well in advance and check a day or two ahead to determine whether the reservation is still in effect.

The meeting room should contain a conference table large enough to accommodate all members. The chairman usually is seated midway on the side if a rectangular table is used; the vice chairman and secretary should be seated nearby. Space should be provided at the conference table for any school official who may be asked to report to the committee; other school staff members attending the meeting ordinarily do not sit at the conference table. Place cards may be used to identify members of large committees, or new members. Arrangements should be made for ashtrays, water carafes and glasses, scratch pads, and two pencils for each member. A blackboard or chart stand with adequate paper and crayon should be available in case of need.

PREPARATION OF AGENDA

The function of the agenda is to indicate the order of business and set the framework for the discussion which follows. It can affect the whole tone of the meeting, by encouraging interest and support or disinterest and sometimes hostility; therefore, careful attention should be given to the development of suitable agenda items, the manner in which they are stated, and the budgeting of the committee's time.

The best agenda items are naturally those in which members of the committee have a high degree of interest and knowledge. The degree of interest and range of information on a specific subject will vary greatly. Generally, there is a tendency to include mainly items of interest to the school. Many pertinent agenda items develop naturally from school needs, but the topics should not be limited to those proposed by the school representative. Where meetings are held on fixed dates, the development of a suitable agenda should be a continuing project.

The chairman is responsible for the preparation of the agenda, but he usually delegates much of the work to the secretary or school representative. Teachers and other members of the school staff should be encouraged to suggest topics when problems arise in their area. When a staff member suggests an item that is not appropriate, the reason for not using it should be discussed fully with the person making the suggestion.

TYPES OF PROBLEMS

The types of problems to be presented to the committee will be determined by the kind of committee and its function. Items on the agenda should meet most, if not all, of the following six tests:

1. Is this a real problem?
2. Is this a problem which the school earnestly desires to solve?
3. Will the school use the committee's recommendations?
4. Is this a question in which the committee is interested or can become interested?
5. Is the committee competent to discuss and make recommendations on this type of problem?
6. Do members have sufficient knowledge of facts and background information to make worthwhile suggestions?

"How-to-proceed" questions are particularly good agenda items. For example, a decision has been made that the school should take action; the question presented to the committee would then be basically a question of what course to follow, or perhaps the selection of the best one of several proposed solutions.

Broad policy questions will often provide lively and worthwhile discussions. School officials will want to observe certain precautions. They may indicate they want the views of the individual members rather than a consensus or make it clear that advice is being solicited with no assurance of immediate action, if the final policy determination rests with the school board or the State department of education.

Questions that involve problem solving make good agenda material. The problem should be well outlined, and the school should be willing to accept a reasonable solution. The problem should not be too technical in nature or involve too much time. Complex or lengthy problems should be broken down into a series of relatively simple problems presented to the committee one at a time.

Certain types of activity lend themselves more readily than others to committee use; they include:

1. Areas of technical assistance where solutions to problems are being sought.
2. Areas where the members of the committee have a professional or economic interest in getting something done.
3. "Public interest" projects on which there is broad agreement and for which support can be readily obtained.
4. Special or *ad hoc* assignments of limited duration.
5. Assignments which can result in a concrete or observable result, such as a public relations campaign or an evaluation of a program.
6. Problems which involve an improvement in communication with the public. The committee has an opportunity to make helpful suggestions and may also suggest ways in which it can assist in carrying out its own recommendations.

Advisory committees are likely to face their greatest difficulties in the following situations:

1. Where school administrators have already determined a course of action and want approval rather than advice. Committee members resent being asked to "rubber stamp" a point of view.
2. Where the advice to be given involves a large amount of preparation by the members.
3. Where speed of action is a primary factor. A school official who *always* consults his committee is doing both his program and his committee a disservice. Getting a committee together for a non-scheduled meeting is sometimes a difficult task.
4. Where strong disagreements might exist between the members of a committee concerning matters on which their assistance is requested. Under such circumstances, the committee meeting is hardly likely to produce agreement and may excite greater controversy.
5. Where technical advice is sought from a general advisory committee.
6. Where matters of an administrative nature are concerned.
7. Where there is a possibility that a member can give advice on or otherwise participate in the discussion of matters of direct benefit to himself or his organization.

The thoughtful administrator should be aware of the above situations and their implications with respect to his program but on the whole should not let them limit him, for the range of activities which the committee may undertake is likely to be large enough to meet most of his needs.

Certain items should generally be avoided; some of the most common types are:

1. Questions that deal with administrative problems.
2. Questions that are likely to result in committee resolutions. Resolution passing is closely related to control and may embarrass both the school representative and the school. Once a committee assumes such functions, it is difficult to withdraw them.
3. Questions that suggest their own answers or that are so general as to be unanswerable.
4. Items that appear to pose a question although the school has already decided upon an answer. Such questions are misleading and are properly resented when the true situation is discovered.

METHODS OF PRESENTING PROBLEMS

There are many ways of presenting problems to committees; some of the techniques most frequently used are:

1. Asking questions on which a consensus is sought.
2. Questions on which individual comments are desired.
3. Asking a subcommittee to investigate a particular problem and report back to the committee or school officials.
4. Asking the entire committee to study a problem.
5. Asking the advice of all members by mail.
6. Asking the advice of a specific member on an area in which he is known to be an expert. This may be done by telephone, letter, or a personal visit by a member of the school staff.

CHECKLIST FOR PLANNING MEETINGS

Experienced school representatives often find a checklist helpful in planning a meeting, to avoid possible misunderstandings that often develop because details have been overlooked. The following items may serve as a helpful guide for the chairman and secretary or school representative in planning advisory committee meetings.

Guide for the Chairman

To prepare for the committee meeting:

1. Understand what the committee is to do.
2. Analyze the committee's assignment and consider tentative assignments to individual members.
3. Develop agenda before the meeting, including member's suggestions.

4. Send each member, a week in advance, a copy of the agenda and any data to be considered as the basis for action on each item.
5. Schedule meetings at times convenient to committee members.
6. Check facilities ahead of meeting time.

Guide for the Committee Secretary or School Representative

To prepare for the committee meeting:

1. Plan agenda with the chairman.
2. Prepare problems to be presented.
3. Make reservation for meeting room.
4. Notify members of meeting date.
5. Mail agenda to committee members.
6. Prepare special reports if needed.
7. Notify superintendent of schools and invite him to attend meeting.
8. Invite other staff members, teachers, consultants, and special guests to attend when appropriate.
9. Check reservation for meeting room a few days before meeting.
10. Check on physical facilities of the meeting room.
11. Check on special equipment needed for the meeting.
12. Call members to remind them of the meeting.
13. Arrange for secretarial assistance in taking minutes of the meeting.
14. Prepare progress report to present to committee.
15. Prepare a report of action taken on recommendations made at previous meeting.

CHAPTER VIII

Conducting the Meeting

There is no proven formula to insure a successful advisory committee meeting. Problems, practices, and personalities vary; and a procedure that will produce satisfactory results in one case may fail in another. However, there are some guidelines and suggested principles to consider in conducting meetings.

ROLE OF THE CHAIRMAN

The chairman is the dominant figure in the advisory committee meeting. How he conducts himself will to a large degree determine the committee's effectiveness. Although the chairman may delegate some of his duties to the secretary or other members of the committee, he is responsible for the following functions:

1. Establishing meeting dates and calling committee together.
2. Planning committee functions.
3. Preparing a suitable agenda.
4. Providing background information as necessary.
5. Presiding at meetings.
6. Undertaking necessary followup.
7. Providing reports as required.
8. Maintaining necessary personal contacts with members.
9. Assuring that physical needs are cared for.

It is the chairman's responsibility to see that meetings start promptly, proceed effectively, and close when business is completed or when the designated closing time has been reached. The chairman should never permit a meeting to become simply a time-consuming affair; rather, it should be a specific, business-like process of developing recommendations for the school. It is important to formulate a complete agenda before the committee meeting. There is nothing so distracting and annoying to active committee members as a session where business is not carried on in an orderly manner.

The chairman is responsible for introducing all new members to old ones, and for introducing the school staff present. He will usually indicate why absent members have not been able to attend. The reading of the minutes of the previous meeting should be the first order of business, with the clarification of old business following. The chairman then introduces each new topic of discussion and states why the school feels it to be important, referring to background information or calling for special reports.

At the conclusion of the discussion on each item, the chairman will usually summarize the discussion. Ordinarily, it is not necessary to obtain a consensus, make motions, or vote on a recommendation. The discussion of new business should be followed by a discussion of the committee's future activity.

The last order of business should be an announcement of the date and place of the next meeting. If fixed meeting dates are not used, it is better for the school official to suggest a date than to decide the matter by discussion. If any members cannot attend on the suggested date, they can then express their views and suggest another date.

Ordinarily, meetings should be conducted without following established rules of order. Most members are not familiar with them, and they slow down proceedings without offering any real advantages. The chairman should maintain a constant awareness of what is happening in the meeting. He is judged by the kind of relationship he maintains with the members rather than by his personal characteristics. They expect him to provide democratic leadership by giving each member an opportunity to express his own views. Each idea expressed should be accepted as a valuable contribution to the discussion. The chairman is responsible for conducting the meeting in an orderly and purposeful manner. Firmness and fairness are expected of him. The good chairman should convey a sincere belief in the purpose of the committee and the importance of its role in providing advisory service. The chairman must show enthusiasm for a program or idea and believe in its importance; but it is difficult to counterfeit enthusiasm, and a problem should not be placed before a committee unless he believes a solution is possible and energetically seeks one out.

The chairman should exhibit a sense of purpose in all that he does. When he asks for the committee's advice, it should be clear that he is doing so because he wants and values the member's suggestions and not because he is floundering for ideas.

Members expect the chairman to have full knowledge of program objectives and fair knowledge of program details. He will not be expected to know all the technicalities, but the better informed he is, the greater his ability to generalize from specifics. It is appropriate for school officials at the meetings to answer questions requiring exhaustive knowledge; however, the chairman should have a good working knowledge of the questions under discussion.

ROLE OF THE SECRETARY

The secretary, who reports directly to the chairman and receives instructions from him, provides additional eyes, ears, voice, and brain for the chairman. He should be able to suggest appropriate items for the agenda. Although he is ordinarily a "silent member" of the committee, there will be times when it is important for him to speak up, for example when misstatements are made or when matters are being discussed that require his contribution. The duties of the secretary parallel those of the chairman, except that he does not preside at meetings, save under unusual circumstances. The secretary should do the preliminary planning for the chairman, make such proposals as are most likely to meet the needs of the school, and ascertain that the appropriate staff work is done or else do it himself.

PRESENTING THE AGENDA

The agenda should contain enough information to enable the committee members to understand what is expected of them. The problem may be expressed as an item or as a question, so long as there is sufficient supplementary information to clarify the issue. It may be useful to express the problem in question form, such as:

1. What kind of public relations program should be undertaken to recruit more trainees?
2. How can industrial firms be encouraged to employ graduates of the program?
3. Are the skills and knowledge required for this occupation sufficient to warrant a post high school level program?
4. Should auto painting be given as a separate course, or should this training be a part of the auto body and fender repair course?

Sometimes an item on the agenda can be expressed by subject only. When this plan is used, it is well to indicate also some of the questions that are to be raised, such as:

1. Need for Training.
    (a) Would the proposed training program duplicate existing programs provided by other schools?
    (b) To what extent does the occupational field offer employment opportunities to those who may be trained?
    (c) To what extent is the occupation sufficiently stable to warrant expenditure of public funds for a training program?
    (d) Are qualified potential trainees available, or can they be recruited for the proposed type of training?

2. Course Outline.
   - (a) Does the course outline include the necessary basic skills of the occupation that should be taught?
   - (b) Does the time allocated to each unit of instruction appear to reflect proper emphasis, according to requirements for initial employment in the occupation?
   - (c) Does the course outline include the necessary items of related technical information?
   - (d) Are the manipulative skills to be taught listed in proper sequence?
   - (e) Is the related technical instruction coordinated properly with skill instruction?

An item on the agenda may require reference to written reports or an oral presentation to provide the necessary facts and background information. The presentation of such information may be given by the chairman, school representative, teacher, member of the committee, or someone outside the committee. The chairman, in making the assignment, should remember he has the greatest control over the nature and length of his own presentation; the least over that of another person. As a general rule, the oral presentations should be held to the minimum necessary to provide adequate information to stimulate discussion. Members of the school staff are sometimes guilty of using these occasions as an opportunity to promote their pet projects rather than to ask for advice. Committee members frequently complain they are "lectured at" by school representatives. If this happens, interests lags, and the committee fails to accomplish any work. If a school official makes the presentation, he may want one or two teachers present to serve as consultants and to listen to the committee's discussion. The nature of the problem and the type of questions raised will determine the extent of their participation in the discussions. Sometimes the teacher may be more familiar with the problem, and his presence will be a real asset to the discussion.

A school official should carefully prepare a presentation to a committee as he would any other important assignment. He might wish to outline his remarks and prepare appropriate charts, visual aids, etc. Sometimes it might be well to make a "dry-run." The chairman or person preparing the agenda should inform the school official well in advance of the meeting, giving him the necessary information and guidance. When a problem is to be presented by someone other than the chairman, this is ordinarily indicated on the agenda.

MINUTES

Minutes usually provide a summary report or record of the meeting, rather than a transcript of the discussion. Ordinarily, a verbatim report is to be avoided, but pertinent comments of members might be recorded at appropriate times. When members make definite commitments or suggestions, it may be important to record the name of the person in the minutes in order to facilitate followup action or to pinpoint responsibility. As a rule, brevity and conciseness are more important than exhaustiveness.

The summary of the discussion should indicate when there is a consensus. At times it will be preferable to report that, "Several suggested that ——— ——— ———, but others seemed to feel that ——— ——— ———." This device enables the secretary to express differences of opinion without naming specific persons. The recommendations of the committee are usually spelled out in the summary of the discussion; this summary should be approved by the members of the committee and included in the minutes of the meeting. The chairman or school representative may want specific answers to questions recorded in the minutes rather than a general summary of the discussion. In some cases it is important to include differences of opinion in the recommendations or the summary of discussion.

The minutes should include:

1. Names of members attending.
2. Names of members absent.
3. Names of school personnel and guests attending.
4. Date and place of meeting.
5. Time the meeting was called to order.
6. Summary of reports.
7. Summary of discussions.
8. Time the meeting adjourned.
9. Date and place of next meeting.

Satisfactory notes can usually be taken by the secretary, but he may wish to use a tape recorder or secretarial assistance for taking notes in shorthand. A verbatim report of the discussion can be used by the secretary in preparing the minutes. Regardless of who assists him, the final report is his responsibility. A sample "minutes of a meeting" is included in the appendix.

TIMING

Effective use of time is an important factor in successful advisory committee meetings. Most agendas contain more items than can effectively be discussed. Meetings are often late in starting, and reports often exceed the time allotted. As a result, the time remaining may not permit adequate discussion by members of the committee. The chairman who is afraid of running out of material may prepare extra items which can be discussed under the heading of "other business" if time permits. The meeting schedule should be built around what the members are likely to be willing to do, rather than what the school official thinks they ought to do. Members of the committees are usually busy people and as a rule cannot devote more than 2 hours to a meeting during the day. Day meetings are often scheduled during the lunch hour. Night meetings should be limited to not more than 3 hours per session. If an advisory committee meets all day, between 4½ and 5 hours of discussion is enough for a full day, excluding time for lunch and coffee breaks.

GUIDELINES FOR THE CHAIRMAN

Any chairman, particularly an inexperienced chairman, will find a checklist valuable assistance in conducting an advisory committee meeting. The following items are suggested as important points to consider:

1. Open the meeting on time.
2. See that all pertinent information is presented, reviewed, and understood.
3. Make sure that each member states how he feels and what should be done about each item on the agenda.
4. Direct the discussion to relevant issues.
5. Summarize the discussion often; when general agreement appears to be reached, get a group decision.
6. Repeat each committee decision as it will be included in the minutes.
7. Make plans for the next meeting.
8. Close the meeting promptly.

CHAPTER IX

Followup of Meetings

THE CONDUCT OF the meeting is an important phase of school-committee relationships, but what happens immediately after the meeting is also of major importance. Committee members often form an opinion of their value to the school on the basis of what action the school takes on their recommendations.

ACTIVITIES OF THE SECRETARY

It is the secretary's responsibility to see that all appropriate action is taken. The secretary should prepare the minutes promptly, as well as any special reports. The minutes of the meeting should be sent to each member within a week; it is not usually necessary to "clear" them with members in advance. Members may indicate corrections at any time; when they do, the minutes should be amended promptly. Circulation of copies of the minutes should be controlled and be sent only to selected persons. The committee may wish to decide who should receive the minutes. The secretary should always maintain a record of those to whom copies of the minutes have been sent, as well as a complete file of the minutes of all meetings.

If the committee requests special information, this information should be forwarded to the members as soon as possible. Copies of the minutes or a summary of the discussion should be supplied to appropriate school officials; specific recommendations should be passed on to the proper person for information or action; report of action should be made at the next committee meeting or followup reports on suggested changes and recommendations forwarded to the members of the advisory committee. Periodic progress reports should be sent particularly to members of committees who do not meet regularly. If the school administration keeps the committee fully informed, members will soon develop a sense of pride and achievement.

Committee members should be invited to visit the school as a followup of committee meetings, perhaps to attend faculty meetings, school assembly programs, graduation exercises, or social functions.

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Such visits enable them to become better acquainted with the teachers and students and become familiar with the school facilities.

The secretary should serve all subcommittees appointed by the chairman of the advisory committee. He is often responsible for calling the subcommittee meetings and seeing that they follow up on their assignment. He will be expected to arrange for a meeting place and provide any special material the subcommittee may need. He may work actively as a member of the subcommittee and prepare the report of the subcommittee for the next meeting of the advisory committee.

When others have been given special assignments, the secretary should see that appropriate action is taken within reasonable time limits; he should report promptly to the chairman any failure to comply and include recommendations for the chairman's action. Where no responsibility for action has been delegated by the chairman, the secretary usually assumes the responsibility for taking the necessary action.

Checklist for the Secretary

The following are suggested items to serve as a ready reference for the secretary in determining what he should do as a followup on meetings:

1. Prepare minutes of the meeting.
2. Prepare special reports.
3. Mail copies of minutes and special reports to members and other authorized persons.
4. Forward recommendations of the committee to superintendent or take the necessary action.
5. See that all special assignments made by the chairman are carried out.

ACTION ON RECOMMENDATIONS

Advisory committees will show the greatest interest if their advice is sought frequently. A committee will continue to show interest only if its suggestions are followed by the school administration. If the suggestions are sound, appropriate action should be taken as soon as possible; for if the school does not intend to act upon the committee's recommendations, the committee should not be established. If the proposals are not adopted by the school, committee members should be told why, and when such decisions are made.

School administrators must accept the fact that schools are subject to public appraisal. An advisory committee therefore provides a source of criticism as well as advice; if the committee is established and organized properly, the criticism will be constructive. Criticism should be accepted by the school administration in the spirit in which it is given; educators should never adopt a superior attitude toward laymen or underestimate their understanding of educational problems. The school representative must show a sincere appreciation of the opinions of the committee. The committee's recommendations must not be disregarded, or the members will refuse to keep up the pretense of being consulted.

The manner in which recommendations are acted upon will depend on the nature of the recommendations and school policies. The school representative may be authorized to follow up on some of the recommendations of the committee or instruct other school personnel to take the necessary action. The recommendations may be presented to the superintendent by the director of vocational education or by the principal of the school. The superintendent may decide what action is to be taken or may wish to present the recommendations to the board of education for approval. There may be occasions when the chairman of the advisory committee should be given the opportunity to present the recommendations of the committee to the board of education. This plan may emphasize that the suggestions are the committee's opinions rather than the opinions of the school administration. Common sense will usually dictate what recommendations are of such minor importance that the school representative can take the required action and what ones are so important that they should be presented to the superintendent. The school representative should always consult his superintendent and board of education to determine the proper procedures to follow in taking action on the various recommendations of advisory committees.

ACTIVITIES OF THE COMMITTEE

All members of the advisory committee should keep members of their organizations informed about the committee activities. They should report the discussions, actions taken, and decisions made at the meetings of the committee, since much of the success of the committee will depend upon the continuing support and participation of the organizations represented. This support can best be maintained through information about what the committee is doing or planning to do. Also, members of the committee will frequently find it necessary to enlist the active participation of individual members of the various organizations represented in order to carry on committee work. General knowledge of the committee's activities will interest individuals in working with the committee and insure that new members selected as replacements from the various organizations will have some previous information regarding committee activities; thus the orientation of new members is facilitated.

The chairman of the committee has the responsibility of providing the local and national trade publications with information regarding the committee's activities; he may also want to send a report to the education committee of the various organizations represented on the advisory committee, since they are often in a position to provide certain services to local advisory committees. Keeping such committees informed will assist in maintaining close liaison between local advisory committees and local or national education committees.

EVALUATION OF THE MEETING

A formal evaluation of a meeting, particularly the first few meetings of a new committee, may have some advantages. A formal evaluation should be held within a day or two, if possible, after the meeting by the chairman, secretary, and staff members who the school feels have contributions to make or an opportunity to learn something from the meeting. Three or four persons ordinarily make an evaluation group of convenient size; however, the evaluation session should not result in another committee meeting. There is much to be gained by a conference between the chairman and the secretary or school representative if a larger meeting is not feasible.

There are many standards by which the committee meeting can be judged, depending on its objectives. The average committee will probably need to be judged by more than one standard, because several objectives are usually being served. All committees, however, can be studied in terms of what took place at the meeting. Questions might include the following:

1. Was the staff preparation adequate to meet the needs of the committee?
2. Was the meeting conducted satisfactorily?
3. What happened as a result of the meeting?

An effective evaluation involves both observation and diagnosis of committee behavior. In judging the adequacy of staff preparation, the following points should be considered:

1. Did the staff work appear to meet the needs of the committee for an intelligent discussion of the problem?
    - (a) Did the questions appear to be understood?
    - (b) Was each question accepted as a "real problem" within the scope and abilities of the committee members?
    - (c) Was adequate information made available to the committee?—In sufficient time to have been read?—In acceptable form for busy people?

2. Were physical facilities adequate for the meeting?
    - (a) Did the room, its facilities and appointments, reflect the level of the meeting?
    - (b) Did they help to achieve an effective atmosphere for discussion?
3. Have arrangements been made for followup?
    - (a) Will the minutes of the meeting be issued in reasonable time?
    - (b) Will commitments made to the members be kept?
    - (c) Will those who need to know the results of the meeting be informed?
    - (d) Have specific personnel been assigned the special tasks or reports?

It is also helpful to evaluate the techniques used by the chairman in conducting the meeting. However, the chairman should try to avoid being overly sensitive to comments and criticisms by members of the evaluating group. A study of the behavior and attitude of the committee members will suggest possible ways of improving the meetings. The amount of participation and the degree and nature of the interest shown by each member are indications of the success of the chairman as leader of the discussion.

An effort should be made to determine whether any real advantage has come to the school as a result of the meeting. This requires an assessment of the committee's advice and its impact on the program. This can best be done by discussing with appropriate persons in the school such questions as:

1. How do they feel about the recommendations?
2. Did the recommendations help them in finding an acceptable solution to the problem?
3. Do they have other evidence of the committee's value?
4. Could some other problem have been presented more profitably to the committee?
5. Could a solution of the problem have been more effectively achieved through other devices than by committee action?

The contributions of the committee are not always tangible; therefore, an evaluation of the meeting also involves the weighing of the less tangible factors which are a result of committee activity. The value of suggestions cannot be evaluated immediately. "General good will" and "potential support" cannot always be measured.

Those evaluating the work of the committee will need to remind themselves that one or two major contributions or achievements can more than justify several years of committee existence. School officials should not expect immediate results from advisory committees, as it may take time for the committee to become productive. They may find that an informal discussion of the meeting by those on the staff who have taken part in it will be an adequate evaluation of the meeting.

IMPROVING COMMITTEE MEETINGS

Advisory committees cannot be "managed" in the sense in which the term is ordinarily used. Although members of the advisory committee can be replaced or the committee abolished, it cannot be directed by the chairman or school officials; attempts by the school official or other persons to manipulate it will usually be resented by the members. On the other hand, the fact that the school official wants an effective committee does not guarantee that he will have one. If an evaluation of the committee meeting does not indicate its value is worth the time and effort, ways and means should be found to improve the effectiveness of the meetings. This may be approached in the following ways:

1. By trying to understand the problems committees face.
2. By determining why a specific committee has not fulfilled its objectives.
3. By observing effective committees in action.
4. By encouraging others who have had success with committees to share their experiences.
5. By the school official's training himself and his staff to improve working relationships with the local committee.

If these efforts do not improve the committee's usefulness, as a last resort, the school official may be able to revise the membership, change its scope, or eliminate it altogether.

CHAPTER X

Effectiveness of Committees

The establishment of an advisory committee does not necessarily insure the improvement of the trade and industrial program. The many personalities and factors involved often lead to complications. Although there may be a certain amount of risk involved in attempting to utilize advisory committees, difficulties might have developed anyway. Criticisms are most likely to come from persons who have had little or no experience with advisory committees or from teachers who fear a critical appraisal of their program. School administrators should never conceal from a committee facts pertaining to the program.

CRITICISMS OF ADVISORY COMMITTEES

Many objections to the committees are based on erroneous information or the critic's lack of understanding, and sometimes committees are opposed by a supervisor or a teacher because:

1. He feels it will take too much of his time, with little or no advantage to his program.
2. He objects to what it has recommended, or what he fears it will recommend.
3. He believes it has been created to serve as a sort of Gestapo.

Whatever the stated reason for disapproving of the committee, the school administrator should attempt to discover what the real reason is and try to find an answer to it.

Committees are sometimes described as "serving no real purpose." Unfortunately, this is sometimes true; but often such an assessment reflects misunderstanding or a disagreement with what the committee has been established to do.

Committees sometimes are described as being "irresponsible." Critics say it is always easier to recommend than it is to implement recommendations, and sometimes committees commit this error. When they do, the administrator should explain why the course recommended is not feasible. Ordinarily, this will be sufficient for the committee to change its recommendation.

A frequent complaint is that committees are not competent to do the job assigned. This may be the fault of school administrators for either setting too broad a scope of objectives or for not following the original objectives of the committee. Assignments to committees should be planned carefully in order to assure that the committee has the ability and time to weigh the problem adequately.

Occasionally a committee may be accused of trying to control the program. This is a dangerous situation, whether or not there is justification for such an accusation. Committee members can be formidable adversaries if sufficiently aroused. They often have privileged information to use as a weapon and can always take their case to the public. While most committee members will not go this far, school officials should be alert to danger signals and be ready to take steps to avoid such situations. As a rule, committees do not erupt without advance warning. If this does occur, friendly members of the committee are usually willing to help school officials to determine what needs to be done. Committee members should not be permitted to use privileged information for their own benefit or use the committee to promote the special interests of the group they represent.

GETTING THE BEST OUT OF THE COMMITTEE

School officials need to maintain an awareness of what is taking place in the meetings. They should be aware of patterns developing, for example:

1. Who are the most influential members?
2. Are there different leaders for different areas? Are there cliques?
3. Who are the "idea producers?"—the "testers?"—the "hard to convince?"
4. Do the members seem to accept their roles?

School officials should be alert to clues as to what the members are thinking. Particular attention should be paid to nonverbal methods of communicating. Some examples are:

1. Attendance habits.
2. Indications of particular interest or approval.
3. Indications of lack of interest or of disapproval.
4. Attitude of members toward each other.

An indication that the committee is not performing satisfactorily is to be found when a member raises the question of "What is the committee's proper function?" This usually means that he is not satisfied that the committee is serving a useful purpose, or it may be that the school has failed to indicate to the members how useful they have been. In either case, such a question is a danger signal that should not be disregarded.

The possibility of gaining community support is often misleading. In the first place, this ability is often greatly overrated; in the second place, support is something that must be warranted, and certainly never demanded. Thus, the school administrator who sees his committee as a device for securing backers is more often than not likely to be disappointed. He must show his committee that his interest lies in serving the community rather than in simply gaining publicity for his program.

REDIRECTING COMMITTEE FUNCTION

The school administration determines the function of the committee when it is established. If a committee is already in existence when a new school administrator is appointed by the board of education, a particular type of problem may be presented. The new administrator should immediately find out how the function of the committee has been interpreted by both the committee and his predecessor. If their interpretations differ from his own, he should consider the following courses of action open to him:

1. He may accept the committee's interpretation of its role and attempt to adjust to it.
2. He may attempt to guide the committee over a period of time toward its new role, as he sees it.
3. He may alter the committee's interpretation of its role, if he has authority to do so.
4. He may reconstitute its membership, if he has the authority.
5. He may disregard it entirely, letting it become inactive.
6. He may even abolish it.

A committee that ceases to function in its proper role may present the same problem, and similar courses of action should be considered. What is best for the school should determine the course of action. Abolishing the committee or other drastic action may arouse the antagonism of not only the members but also their associates. Even letting the committee be inactive can have unfavorable repercussions. Whether committees no longer being used should be openly terminated or allowed to "die on the vine" is a debatable point. Some favor termination and others feel that no real purpose is served by such a measure unless a new committee is to be created. They feel that such an act may stir up unnecessary controversy. The best approach may be to attempt to find a way to use the committee in a more constructive way and to move slowly toward this objective.

HANDLING ABSENTEEISM

The school administrator is often faced with the problem of what to do about the member who is frequently absent from meetings. If the committee is large, this is not a serious problem, but if the committee is small, one or two absences may disrupt its work. One suggestion would be to adopt a rule to drop a member who is absent from two or three consecutive meetings. This suggestion should come from the other members. Regular attendance often can be achieved if the school official earnestly indicates to the frequently absent member his desire to have him present, and tries to schedule meetings to fit the member's schedule. Under such circumstances, a member who feels he cannot be present often enough to be of value will probably resign. If he does not, it is usually simpler to not reappoint him than to try to get rid of him some other way. Sometimes the needs of the school are best served by letting the member continue to serve in name only, even if he fails to attend meetings.

If provisions are made for alternate members, the problem of absenteeism is reduced. Alternate members are usually recommended only in the case of organized groups whose representation is of major importance to the school. The use of substitute members, unless they are official alternates, is likely to endanger the stature of the committee in that one substitute may lead to another and eventually a second-class committee is created. The sending of an alternate may be annoying both to the school and to the other members. Members who cannot attend a meeting may be informed of what goes on by reading the minutes of the meeting or having a conference with the chairman or secretary of the committee.

SHOWING APPRECIATION

A school should always give credit or recognition to members of an advisory committee for the valuable assistance rendered to the school. One of the most effective ways a school can indicate its appreciation is through having the chief administrator of the school or college attend committee meetings at least once a year. At this time, he should show his familiarity with the accomplishments of the committee. It is more important for him to show that he knows about the committee's work than to praise it. For this reason, the school representative should brief the superintendent before the meeting, if necessary, to bring him up to date concerning committee activities.

The names of the members should appear in school publications, catalogs, brochures, and releases to newspapers and magazines.

Some schools publish a directory of advisory committees listing the names of members of each committee. Some schools honor advisory committees with breakfasts, luncheons, or banquets. There are many other ways of showing appreciation, such as:

1. Minutes of meetings emphasizing member comments.
2. Statements by school officials on the manner in which the committee has been of service.
3. Reports at meetings by school officials of action taken as a result of recommendations.
4. Reports at meetings by third parties on actions of the committee.
5. Reports to members by personal letters or general circulars of what was done as a result of their suggestions.
6. Personal visits with members by school officials.
7. Invitations to members of the committee to visit the school to see results of their recommendations.
8. Public recognition of service of members at school assemblies by superintendent of schools or president of college.
9. Certificates of service, special awards, etc.

ROLE OF LABOR AND MANAGEMENT

Organized labor has shown early and continued interest in trade and industrial education and has endorsed the enactment of legislation to provide funds for the support of trade and industrial education. Throughout the years labor unions have advocated adequate, up-to-date programs of vocational education and apprenticeship training. Organized labor, for many years, has endorsed the use of representative advisory committees composed of equal representation from labor and management and has maintained that labor should have representation on advisory committees responsible for the development of trade and industrial education programs. Labor groups believe that their recommendations in connection with the training of workers should be considered. Labor representatives sometimes question the adequacy of our present system of "mass" methods of education. They occasionally suspect training programs of being exploitation schemes disguised as vocational education. Representation on school advisory committees will tend to clarify misconceptions.

One of management's most important functions with respect to trade and industrial education is seeing that the school programs meet the requirements of the occupation, therefore management plays an important part through representation on the general advisory committee. In order to make the program of trade and industrial education more effective, management also takes an active part, together with organized labor, by having representation on craft advisory committees which deal with specific trade requirements and thus having a direct voice in determining the training needs. In the case of preparatory training, the employer accepts responsibility for advising the school on the necessary items to be included in the training of people he will be expected to employ. This also applies to apprentices and extension training for employed journeymen.

GENERAL PRECAUTIONS

The techniques used by school administrators in establishing, organizing, and following up on the recommendations of advisory committees will determine the benefits that may be derived from their use. To emphasize and summarize the ideas presented in this publication, it might be well to point out some general precautions. Reports from school administrators indicate that they consider it inadvisable ever to:

1. Initiate programs without consulting with an advisory committee.
2. Take action within the realm of the designated functions of the advisory committee without first consulting the committee.
3. Start production projects in the instructional program before conferring with the committee.
4. Permit committees to become administrative in their functions.
5. Enter into labor-management controversies.
6. "Load" the committee with known supporters of the school or program.
7. Permit committees to advise on matters in which individual members may profit.
8. Fail to keep members informed or conceal facts pertaining to the program from the committee.
9. Permit committees to employ teachers.
10. Fail to respect the committee's time.
11. Ignore the committee's recommendations.
12. Fail to provide the administrative support needed by the committee.

The techniques used by school administrators will be influenced by many factors and will need to be changed to fit the personnel of the committee and local conditions. It is hoped that the various techniques reported here as having been successful will help other school administrators to adopt sound methods of effectively working with advisory committees.

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APPENDIX A

Sample Agenda

AGENDA

Carpentry Craft Advisory Committee Meeting

Wednesday, April 20, 1960

7:30 P.M.	Meeting called to order	Chairman
	Minutes of last meeting	Secretary
	Report of the Sub-Committee on Safety Practices Observed in the School Shop and in Work on Class Project	Bill White
	Discussion of report and recommendations	
	Additional Tools and Equipment Needed for the Class:	
	Report or status of equipment and tools on hand	Joe Crain, Instructor
	Discussion and recommendations	
	Plans for Class Project for 1960–61 School Year:	
	Report of Tentative Plans	John Jones, Principal
	Discussion and recommendations	
	Other business	
10:00 P.M.	Adjournment	

APPENDIX B

Sample Minutes of a Meeting

Metropolitan City Schools
Auto Painting Craft Advisory Committee
Minutes of Meeting Held November 4, 1959,
at Metropolitan High School

Members present:

Gus Boley
Jerry Wangeman
Jack Eggert
Woodrow Fitzwalder
Chris Cole

Members absent:

Bob Mantle

School representatives present:

John R. Franklin
Earl W. George
Herman Cramer

The meeting was called to order by Gus Boley, chairman, at 7 p.m. Mr. Franklin, principal of Metropolitan Technical High School, gave a brief sketch of the history, growth and development, and present objectives of Metropolitan Technical High School. The present status and future plans for expansion were explained. The purpose and responsibilities of the committee to consider the institution of a new training program in auto painting were explained.

Mr. George, coordinator of automotive department, gave a brief description of the training programs now offered by the automotive department, the physical facilities, and existing equipment.

Mr. Boley introduced the topics for discussion with an explanation of the need for answers to certain questions.

QUESTIONS FOR DISCUSSION

1. To what extent does the occupational field offer employment opportunities to those who may be trained?
2. To what extent is the occupation sufficiently stable to warrant expenditure of public funds for a training program?

3. Would the proposed training program duplicate existing programs in other schools in the city or other training agencies?
4. Can any aid be expected from the industry or occupation concerned? Special equipment? Instructional material?
5. Are qualified potential trainees available, or can they be recruited for the proposed type of training?
6. Is it possible to recruit an efficient instructor for such a program?
7. How is the community need for this type of training expressed?

A general discussion among the committee members followed the introduction of each topic. Jack Eggert stated that he receives calls nearly every day from shops interested in employing dependable and capable apprentice painters. Chris Cole pointed out that some larger firms had to set up their own training programs in desperation because of the inability to employ qualified applicants. Jerry Wangeman indicated that his company would provide a variety of training aids and instructional material for the class and he was sure that other material was available. Woodrow Fitzwalder said he felt that school-trained applicants would be preferred. The summary of the general discussion indicated the consensus of the group to be that there is a need for a training program at Metropolitan Technical High School, that industry would support such a program now, and that there would be a continuing need and support for the program.

Mr. Franklin said that such being the case, he would like for the record specific answers from the group to each of the prepared questions.

QUESTION 1: An anticipated supply of 10 trained apprentices per year from such a training program was mentioned as a reasonable figure for consideration. Jack Eggert stated that the area could absorb several hundred trained apprentice grade employees per year.

QUESTION 2: The consensus was that the occupation is stable and will continue to remain so.

QUESTION 3: No. As previously stated, there is a need for training of this type.

QUESTION 4: Jerry Wangeman expressed a belief that manufacturers would be very interested in supplying equipment on a loan basis in support of the training program. Chris Cole said that extensive training aids, including speakers and demonstrations, would be available from the Carborundum Co.

QUESTION 5: Mr. Franklin gave an interpretation of the term "qualified" as used in this question. The consensus was that there is a demand for qualified apprentices as trade journeymen and shop owners do not have time to instruct new, untrained employees to bring them up to the level of the qualified apprentice.

QUESTION 6: The group was in agreement that qualified employees are not easy to obtain and industry is short of journeymen workers. It would be possible to recruit instructors of the desired type but not easy, especially in the lower age brackets.

Mr. Franklin asked if the auto painting trade is one that is likely to be replaced in the foreseeable future by development of new techniques through scientific research. The unanimous opinion of the committee was that replacement of painting in the automobile industry by substitution of other methods of finishing is not foreseeable in the near future.

In answer to direct questions in each case, the committee is in agreement that:

1. The expense involved in instituting a training program in auto painting at Metropolitan Technical School is not prohibitive.
2. The legal problems involved in paint handling and air pollution are not prohibitive.
3. Facilities for this training program could be provided by the school without undue strain. The possibility of construction of some of the equipment, such as the spray booth, by trade classes within the school was suggested by several members.
4. Part-time work for students in training would be available under normal business conditions in the trade. Industry would welcome the opportunity to obtain such employees on a short-term basis during rush periods.

The question of whether auto painting training should be given as a separate course or whether this training should be a part of the present auto body and fender repair course was discussed. Chris Cole said he does not believe that an auto painter should be concerned with body and fender repair. A body and fender man should, however, have enough experience with painting to understand what constitutes proper preparation of a repair job for painting. The committee was in unanimous agreement with this statement.

CONCLUSION

1. An auto painting training program in this area would answer a need expressed by the representatives from industry.

2. Such a program would be a long-term program, welcomed and assisted by industry.
3. Institution of the program would not involve the school district in unreasonable capital outlay, maintenance expense or technical operation problems.
4. Auto painting should be offered as a separate course rather than as part of the body and fender repair course.
5. The body and fender repair course should include enough training in auto painting to give an appreciation of problems involved in the proper preparation of repair work for the painter.

The committee recommended that Metropolitan Tech proceed with plans for the institution of a training course in auto painting.

Mr. Franklin outlined the steps necessary in following this recommendation and asked for volunteers for service on a curriculum committee. All members present volunteered to assist with the development of a curriculum. It was agreed that the committee would reconvene on request of Mr. Franklin.

The meeting adjourned at 10 p.m.

Respectfully submitted,

Earl W. George
Secretary

APPENDIX C

Sample Letter From Principal To Committee Member

Dear Advisory Committee Member:

Our most sincere appreciation to you upon acceptance of appointment to one of our many valuable advisory committees of the Metropolitan Technical School during the coming school year. Your contribution to the educational life of this community through this assignment is most noteworthy and significant.

We all know that advisory committee activity makes heavy demands upon our time and energy. But we fully realize that there is no substitute for the contribution that advisory committees make to the courses the Metropolitan Technical School offers. These committees have added immeasurably to our ability to meet realistically the needs of adults, and this is fundamental to the continued existence and growth of this school.

Our problem is to train both youth and adults for the work life and socio-civic life of this community. To do so there must be intimate knowledge of the significant factors in the business, industrial, and civic situations into which we send our trainees. Although our staff is encouraged to take an active part in community life and in the fields of their special interests, we cannot hope to maintain through their limited numbers a specialized knowledge of a dynamic society and economy.

The Metropolitan Technical School cannot remain in an ivory tower, feeling secure in its knowledge of good training methods and the organization of instructional material. We must have a method of fast and accurate communication with the life and industry we seek to serve. The best means yet devised for us is the advisory committee.

The greatest values are derived from advisory committees when proper attention is paid to the objectives, the selection of members, the organization of committees, the role of the school representative, and the conduct of the committee meetings.

Advisory committees of the Metropolitan Technical School are formed for the following purposes:

To get advice from qualified persons in business and industry concerning the ever-changing adult and vocational needs. This includes acquainting the school with changes in trends within a specific industry or business, new payroll classifications, and socio-civic activities, as well as determining classifications already in existence. This would also cover the number of trainees the community can absorb.

To make recommendations as to how these needs can best be met by special courses.

To get viewpoints of all classes of adults concerned with our programs.

To recommend to the principal of the Metropolitan Technical School individuals who may be qualified to serve as instructors. The qualifications of these instructors should be reviewed by the advisory committee to eliminate any persons who cannot qualify.

To recommend the purchase or to assist in the acquisition of proper equipment for new programs. Often the committee assists in obtaining this equipment from organizations that will benefit from the training.

To place a stamp of approval on curriculum materials which are developed by the school to assure that they are meeting the needs of the community in the specific fields of endeavor. To recommend curriculum revision, new curricular offerings, and ways of improving content. Often members of the advisory committees assist in the writing of these materials.

To set basic standards for certification of competency and achievement which should be attained by our students before they are led to believe that they are prepared for employment, or advanced training.

To make a thorough inspection and investigation of course analyses which have been prepared by the educational authorities and recommend the preparation of special leaflets, booklets, and supplementary information.

To recommend the number of trainees that an instructor should handle in a particular field.

To promote cooperation between the school and business, industry, home, and civic groups.

Again, our thanks to you for your valuable assistance. We are certain that you will find this year's experience a very gratifying one in building the future of the Metropolitan Technical School.

Very sincerely yours,

John J. Cate
Principal

APPENDIX D

Suggested Outline for a Handbook for Committee Members

I. Importance of Advisory Committees
II. Method of Selecting Members
III. Length of Term of Office and Plan for Rotation of Membership
IV. Functions of Advisory Committees
V. Objectives of the School
VI. School Policies
VII. Duties and Responsibilities of School Representatives
VIII. Brief Summary of Federal Acts for Vocational Education
IX. Basic Provisions of Trade and Industrial Section, State Plan for Vocational Education
X. Statement of Appreciation

APPENDIX E

Sample Statement of Policies and Regulations

OBJECTIVES
of the
Craft Advisory Committees
for the
Metropolitan Technical High School

1. To help revise, when necessary, the curriculums of their trades.
2. To visit the school periodically. To observe instruction; to confer with the principal and teachers regarding any recomendations for improvement.
3. To assist in determining the need of establishing additional courses as well as to advise with school officers as to whether certain courses should or should not be eliminated from the curriculum.
4. To aid in finding instructors with adequate academic and trade background and experience and the breadth of view, professional attitude, and teaching ability to insure a strong and efficient faculty.
5. To address the student body on trade subjects and on topics which will inspire the young men to continued and greater effort in their desire to attain success.
6. To offer advice and counsel in matters pertaining to:
    - Preemployment and preapprenticeship training.
    - Instruction in the field of occupational information and fact-finding.
    - Selection of apprentices in cooperation with other agencies.
    - Number to be trained in a given trade.
    - Placement possibilities.
    - Occupation extension instruction for workers, including apprentices.
    - Guidance, initial employment, and followup.
    - Building and equipment facilities.
    - Teaching materials, tools, and apparatus.

APPENDIX F

Suggested Program for Advisory Committee Workshop

OBJECTIVES

To develop an understanding of the types of advisory committees.

To develop an understanding of the need for the assistance that advisory committees can give the teacher and the school.

To define the functions of an advisory committee.

To develop an understanding of the teacher's relationship to advisory committees.

To define the teacher's responsibility in actively working with advisory committees.

To develop material that will be of assistance in organizing and working with advisory committees.

First Day

A.M.

Local organizational patterns for advisory committees	Local director
Provisions for advisory committees in State plan	State supervisor
Definition and need for advisory committees	Workshop leader
Duties and functions of advisory committees	Workshop leader

P.M.

Selection of members of craft advisory committee	Discussion groups
How a craft advisory committee works	Discussion groups
Prepare a list of groups to be represented on the advisory committee	Homework assignment

Second Day

A.M.

Reports on first day discussion groups	Recorders
Discussion and preparation of composite reports	Workshop leader
The school representative's duties and responsibilities	Discussion groups
Reports of discussion groups	Recorders
Discussion and preparation of composite report	Workshop leader

P.M.

Committee assignments	Workshop leader
1. Prepare an agenda for the first meeting of an advisory committee meeting	Each committee
2. Develop a plan for informing members of an advisory committee concerning their responsibility	Each committee
3. Prepare a list of typical problems to be presented to an advisory committee	Each committee
Reports of committee assignments 1 and 2	Recorders
Discussion and preparation of composite reports	Workshop leader

Third Day

A.M.

Report of committee assignment 3	Recorders
Discussion and preparation of composite report	Workshop leader
Committee assignments	Workshop leader
4. Prepare material to be used in orientation of members of an advisory committee	Committee No. 1
5. Prepare a report to a new advisory committee explaining the school program, objectives, and some of the problems	Committee No. 2

P.M.

Discussion of homework assignment, "Groups to be represented on the advisory committee"	Workshop leader
Reports on committee assignments 4 and 5	Recorders
Discussion of reports and workshop summary	Workshop leader
What is the next step?	Local director

Selection of Members of a Craft Advisory Committee

DISCUSSION QUESTIONS:

1. What personal qualifications should be considered in selecting members of a craft advisory committee?
2. Who selects or recommends members to serve on craft advisory committees?
3. What groups should be represented on a craft advisory committee?
4. Should alternates be selected for each member to meet with the committee when the regular committee member cannot attend?
5. How many members should there be on the craft advisory committee?
6. Should a definite term be set for members to serve on the committee? If so, how long?

7. If there is a joint apprenticeship committee serving for a particular craft, would it be advisable to use the same committee as a craft advisory committee for a day trade class? What are the advantages—disadvantages?
8. Who should give final approval of selection of committee members and send them invitations to serve on the craft advisory committee?
9. How large a geographic area should be considered in selecting members of a craft advisory committee?
10. What are some other factors that should be considered in the selection of members of a craft advisory committee?

How a Craft Advisory Committee Works

DISCUSSION QUESTIONS:

1. *Selection of chairman*
   - (a) Who should serve as chairman of the committee?
   - (b) How should the chairman be selected?
   - (c) What are the duties of the chairman?
2. *School representatives.*—Who should meet with the advisory committee as school representative?
3. *Secretary*
   - (a) Who should serve as committee secretary?
   - (b) What type of records should be kept by the Secretary?
4. *Committee meetings*
   - (a) Should the committee meet on regularly scheduled meeting dates? If so, how often?
   - (b) Should the committee meet only when there is a need to transact business?
5. *Subcommittees*
   - (a) Should advisory committees ever be divided into subcommittees?
   - (b) If so, what are some examples of the type of work to be handled by subcommittees?
   - (c) Should subcommittees be set up at the organizational meeting, or appointed as the need arises?
6. *Consultants*
   - (a) What might be the value of having a person meet with the committee as a consultant?
   - (b) Who might be invited to serve as consultants?
7. *Committee's recommendations.*—How should the recommendations of the committee be handled?

8. *Joint craft committee meetings*
   - (a) What would be the value of holding a joint meeting of related craft committees?
   - (b) What would be the value of having all craft committees meet together?

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